

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0.00
Total amount allocated for 2021/22202	£17,620
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4,500
Total amount allocated for 2022/23	£17,560
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£22,060

## 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 organised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>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</b></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><b>N.B.</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 2023.</p> <p>Please see note above</p>	41%
<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>	19%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	19%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes

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## 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.

Year 1	Year 2
80%	76%

<b>Academic Year: 2022/23</b>		<b>Total fund allocated: £17, 560</b>		<b>Date Updated:</b>													
<b>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</b>					Percentage of total allocation: 46%												
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>													
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:													
All pupils to receive 2 hours taught PE a week Pupils to access high quality PE / swimming lessons to promote physical activity heathy lifestyles.		PE lead to ensure that each class has 2 lessons timetabled. Coordinator to monitor planning/assessment and observe 1 lesson per term. PE learning walk. Complete an audit of needs (staff and pupil voice) regarding equipment and CPD.		£500.00 (cost of supply cover)													
				2 hours of PE offered throughout school. Promotion of active lifestyle delivered through our PSHE curriculum as well as PE lessons. Improved quality of teaching. Raised achievement. EYFS: 73% working at or above in fine and gross motor skills. KS1: <table border="1" style="margin-left: 20px;"> <tr> <td>Year 1</td> <td>Year 2</td> </tr> <tr> <td>80%</td> <td>76%</td> </tr> </table> KS2: Achieving expected or greater. <table border="1" style="margin-left: 20px;"> <tr> <td>Year 3</td> <td>Year 4</td> <td>Year 5</td> <td>Year 6</td> </tr> <tr> <td>79%</td> <td>64%</td> <td>88%</td> <td>91%</td> </tr> </table> Improved differentiation and inclusion using STEP (space, task, equipment, people) after CPD led by Ryan Ellis.		Year 1	Year 2	80%	76%	Year 3	Year 4	Year 5	Year 6	79%	64%	88%	91%
Year 1	Year 2																
80%	76%																
Year 3	Year 4	Year 5	Year 6														
79%	64%	88%	91%														
				Sustainability and suggested next steps:													
				Continue to monitor lessons and provide all teaching staff with a 'Lesson on a Page' document outlining PE lesson format and Top Tips.													

	PE lead and SLT to meet Zoe Cowan (swim manager at Catterick) to look at the new swimming scheme for our KS2 pupils.	£130 (1/2 day supply for PE Lead)	The new curriculum is carefully planned and sequenced. It is personalised to meet the needs of Hipswell pupils. As a result, swimming lessons have followed a more rigorous approach with pupils making good progress from their starting points.	
To increase pupil's participation in physical activities during their morning/afternoon playtimes and their 30-minute lunch playtime/after school clubs. Intended impact; to increase participation levels in a range of enjoyable sports and activities.	<p>Questionnaire/survey (Kobocca) to be completed in the 1<sup>st</sup> half of Autumn term to find out which clubs/activities the children would be interested in attending. School to subsidise clubs to increase the level of participation. Run promotional days to advertise the clubs. Work and liaise with a wider range of providers and sports clubs – outside agencies to support facilitation. Increase the range of clubs provided by staff as well as outside agencies, Multi-skills, dodgeball, Netball, Zumba, Boxercise, Forest School, Gym, Tennis, Summer Sports.</p> <p>One member of lunchtime staff/TA to organise and lead playground sports and games ensuring that playtimes are active for all children. Staff member to be supported by Year 6 playground leaders and Skipping leaders (training to be provided by PE lead). 10 Year 5 children and 1 MDS to attend skipping Leaders Course at Richmond School. Utilise leadership ideas from Complete</p>	<p>£4519.00 (Cost for clubs)</p> <p>£150.00 (Zumba promo day)</p> <p>£74.54 (dodgeballs for club)</p> <p>£3920 (MSA cost for the year)</p> <p>£75.00 (skipping leaders course)</p> <p>£100 (travel costs)</p> <p>£150 (Complete PE annual)</p>	<p>A high percentage of children attended the clubs (some reached full capacity where others reached 70%. Dodgeball, football, tennis, Forest School and boxercise were very well attended. Some of these were highlighted in the pupil questionnaire. All clubs were attended by both SEND and disadvantaged children. Promotional days were enjoyed by all children (Reception -Year 6) and saw an increase in attendance to these clubs from previous years (Boxercise and Zumba). Clubs monitored by PE Lead on a weekly basis. Pupils were engaged and coaches were well organised.</p> <p>A noticeable improvement in children involved in activity. Less conflict during breaktimes and lunchtimes due to less children on the playground at any one time. A notable improvement in concentration from 80% of pupils.</p> <p>All children access the large play equipment on the field developing their gross motor skills and upper</p>	<p>Continue to liaise with pupils to ascertain the clubs and activities pupils would like to see Hipswell offer (Kobocca Survey to be completed in September by all year groups).</p> <p>Continue to provide high quality extra-curricular clubs that are subsidised reducing the cost for parents encouraging and enabling more pupils to attend.</p> <p>Next year, ML fitness to run a lunchtime club once a week with KS2 pupils.</p> <p>Invest more time in playground leaders. Next Year PE lead to attend 'Play Leaders' course with the Year5/6 pupils and with them establish activities and games that can be carried out with the EYFS and KS1 children. To utilise Complete PE resource specifically designed for young leaders.</p> <p>MSA to continue the good work with EYFS and KS1 children at lunchtimes supported by Yr5/6 playground leaders.</p>

	<p>PE. Playground resources (globe trotters, Ankle skips, playground balls, pogo balls, circus kit)</p> <p>Ensure large play equipment safe and timetabled for all classes to use. Upper KS2 children to use the field over lunchtime and breaktimes.</p>	<p>subscription) £228.00 (equipment) £207.06 (repair work to rubber mulch)</p>	<p>body strength.</p> <p>Skipping leaders have had a fantastic impact on increasing the activity of our EYFS and KS1 children. They have also developed their own leadership skills.</p>	<p>Working with the Swaledale Alliance, research the 'Opal Primary Programme'</p>
<p>Ensure children do not sit for long periods of time.</p>	<p>Active breaks to be re-introduced and maintained across the school (varying options per class) to increase activity and concentration supported by research.</p> <p>All classes to be invited to take part in Virtual Brain Break Challenges each half term.</p> <p>Active lessons to be highlighted in 'What Learning looks like at Hipswell' on the School Development Plan.</p> <p>Tagtiv8 CPD for all staff led by PE Lead.</p>		<p>22.11.22 Active breaks reintroduced by PE lead. Theory shared behind why children need to be active. All staff understand the positive impact active breaks and active lessons have on children's attainment. All staff and SLT fully on board and embracing the Kobocca brain break challenges each half term.</p> <p>Hall is now used for core and non-core subjects, not only PE.</p> <p>The importance of being active in lessons is now part of our 'What learning looks like at Hipswell School.' All lessons are active. Lessons monitored by PE lead and SLT have highlighted an increase in movement within a session and lessons being taught in short, sharp bursts.</p> <p>21.2.23 PE Lead reintroduced activities and games that can be played with the Tagtiv8 resource. All staff saw the benefits of the resource and incorporate the</p>	<p>To continue to monitor good practice and share new initiatives.</p> <p>To reintroduce Tagtiv8 to ECTs and new staff at the beginning of the academic year.</p>

To increase swimming ability and confidence amongst weaker swimmers.	Identify non-swimmers from current Y5 children. – Provide 10 weeks of top up lessons. Additional staff to accompany children to and from the baths.		<p>resource into their lesson planning every half term. Use monitored by PE lead.</p> <p>Pupil voice:          “We like using Tagtiv8 to spell words in phonics, it’s lots of fun, you don’t know you are doing a lesson, I was worn out because I had to do lots of running to find the right letters, we used it in Geography to spell continents and oceans of the word, we usually work with a partner and we help each other.”</p> <p>From the top up sessions six Year 5 children have moved up 1 stage enabling them to hopefully achieve 25 meters in Year 6 and reach Stage 6.</p>	
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	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?:	Sustainability and suggested next steps:
To upgrade lesson equipment to support the curriculum and purchase resources and equipment to support active playtimes and lunchtimes.	To purchase and install a whiteboard in the hall and purchase a portable one to share learning objective each lesson and key vocabulary. Purchase equipment to supplement what we already have and to replace. (sequencing spots, foam balls, speed bounce mats, Nerf howlers, Badminton Rackets, Hockey balls).	£131.98 (whiteboards)  £726.73 (equipment)	All children are clear of learning objectives and now refer to display boards when using key vocab to comment on peers’ performance.  All lessons (core and non-core) are now active and delivered in short, sharp bursts. Teachers have	PE lead to continue to

<p>Pupils see PE and sport as an integral and automatic part of their lives at school, becoming more physically active.</p> <p>To promote, celebrate and inform parents of the school's PE curriculum, intent, enrichment activities and achievements of our pupils.</p> <p>To develop parents' understanding of the vital role that physical activity has on children's health and wellbeing.</p>	<p>Enter more competitions (both virtual and face to face/for active and inactive pupils) – allowing for more children to be involved.</p> <p>Lessons to be taught in short, sharp bursts with active breaks in between.</p> <p>To update PE page on the school's website on a regular basis, stating upcoming competitions, results and photos alongside PE noticeboard/display in the hall to celebrate sporting participation and achievement.</p> <p>Achievements in PE and School sport to be celebrated in Friday's Celebration Collective Worship.</p> <p>To share individual sporting success' from outside of school on social media and seesaw.</p> <p>To allocate a physical homework challenge each half term.</p> <p>To write a half termly newsletter for all parents to access (via the school App) celebrating sporting successes and achievements, clubs as well as informing parents of our half termly PE curriculum. To include an inspirational quote promoting an active lifestyle.</p>	<p>(see indicator 5 for travel costs)</p>	<p>commented positively on the children's improved concentration in lessons and attainment.</p> <p>PE page of School Website now promotes PESSPA sharing our curriculum intent, long term plan, sporting achievements and enrichment activities.</p> <p>Sharing participation of children's achievements in sporting activities outside of school has increased the profile of local clubs and opportunities parents weren't aware of. Several parents have signed up to new clubs after seeing posts shared.</p> <p>Promotion of competitions and children's successes has promoted self-esteem and healthy lifestyle.</p> <p>A greater percentage (40%) of pupils are participating in the virtual homework challenge.</p> <p>Parents have made positive comments about the Newsletter.</p> <p>"Really good to know what the club offer will be for the next term."</p> <p>"Useful knowing what PE they will be doing in school so we can send in appropriate kit."</p> <p>"Like to see how the children have done at sporting events."</p>	<p>communicate Virtual Competitions to staff each half term and upload results onto Kobocca.</p> <p>PE lead to continue to observe the progress with active lessons and support where necessary.</p> <p>Continuing to report and celebrate pupil success in assembly has no long term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils.</p> <p>Continue to celebrate children's achievements via Hipswell's Facebook page.</p>
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<p>Full day athlete visit to inspire children and increase children's understanding of the importance to persevere (one of the 7 Hipswell Values)</p>	<p>Organise visit(s).</p>	<p>£500.00 (cost of visit)</p>	<p>Pupils felt inspired to achieve: Pupil voice: "She taught us that we can be who we want to be and do any sport." Yr3 "I enjoyed doing the circuit. It really made me sweat." Yr3 "It was really good seeing badminton skills in the hall, it looks a good sport to try." Yr6 "The exercise session was great but hard work, we had to keep going." Yr6 "My favourite part was when Jenny hit all the shuttle cocks across the hall. It made us all gasp" Yr6 "I enjoyed the assembly when she explained how hard she worked to achieve her badminton goals. It inspired me." Yr6 "From the story she told us, it built up our confidence." Yr4 "She demonstrated different ways to show sportsmanship." Yr4 "It was a great experience meeting an Olympian." Yr4</p>	<p>Funds raised from the sponsored event have gone towards sourcing new playground equipment to further enhance active playtimes.</p>
<p>To further improve whole school improvement and outcomes for children.</p>	<p>Establish robust systems for the monitoring of teaching PE and monitoring coaches. Time given for observations and learning walks to be made (learning walk notes, planning evidence, pupil questionnaires, core task videos for assessment purposes).</p> <p>Complete Active Mark to help identify areas in PE and physical activity that need further development and investment.</p> <p>Budgets, plans, audits, CPD and competition planning.</p>	<p>£130.00 (half a day supply cost)</p>	<p>70% of lessons were observed as good or better, therefore increased enjoyment and participation. Positive Mock Deep Dive completed in Autumn term where lessons observed were judged as good and all children were fully engaged in the sessions. A good knowledge of PE content observed and STEP principle implemented.</p>	<p>To continue monitoring lessons and organised CPD opportunities for ECTs and new staff.</p> <p>PE Lead to strive towards achieving Silver in all domains in the forthcoming year.</p>
<p>To take learning outdoors for all ages increasing physical activity. To engage those less active pupils to take an interest in and foster a love of the great outdoors through fun and engaging activities.</p>	<p>Rachel Muir (Forest School Practitioner) to run 'Forest School Sessions' on a weekly basis throughout the year, working with all age groups.</p>	<p>£1,715 (cost of sessions for the year)</p>	<p>Forest school activities provide opportunities for visual, auditory and kinesthetic learning within each activity. Forest school activities are flexible, enabling all children to achieve with a degree of challenge,</p>	<p>Rachael to be invited back next year to continue her good work.</p>

			<p>building confidence and self-esteem and encouraging perseverance that will help to build resilience. The children developed their team working skills and also learnt to become more independent. Forest School allows children to experience the emotions that go with challenging oneself, taking risks, achieving something and coping with failing. By providing a safe environment in which to experience these emotions, children can better learn how to manage them successfully.</p> <p><b>Physical skills</b> -The children developed physical stamina and their gross motor skills through free and easy movement round the outdoor setting. They developed fine motor skills by making objects and structures.</p> <p>Those who were unfamiliar with woodlands and green spaces became confident in using them and this can form the basis of a life-long relationship with natural spaces. (see indicator 4 for pupil voice)</p>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				6%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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	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:

<p>consolidate through practice:</p> <p>Provide CPD for staff in order to support the delivery of PE in school. All lessons to continue to be at least good impacting on the number of children reaching the exceeding judgment.</p>	<p>Carry out monitoring of PE lessons Staff to attend and receive CPD based on monitoring outcomes.</p> <p>Renew membership of 'Complete PE resource' to support teaching &amp; learning (particularly in EYFS)</p> <p>PE umbrella full membership</p> <p>Ascertain staff needs through a questionnaire.</p> <p>PE subject lead to monitor and evaluate the quality of assessment made through end of unit videos and Insight.</p>	<p>£390.00 (PE sessions CPD)</p> <p>£49.99</p> <p>(see indicator 1 for cost)</p>	<p>Staff use 'Complete PE' resource for ideas, key vocabulary, assessment. All say the resource is effective and supports them in planning.</p> <p>EYFS teacher and Year 1 teacher received CPD from Jordan Miller from 'Future Generation Sports Development'. Each had a planning session and then observed delivery of these sessions (x5).</p> <p>Improved confidence in teaching staff with delivery of key skills in PE through our more robust 'Progression of skills Document,' assessment system and mentoring support.</p> <p>Ryan Ellis delivered twilight session on 'Progression of skills' to all teaching staff. From this training all staff could see the importance of building upon skills and weaving them through all PE domains.</p> <p>PE Lead worked alongside Year 5 and 6 teacher looking at the delivery of tennis and providing the staff with a scheme devised by the LTA. Teachers commented on how their delivery of the lessons had improved and their understanding of the progression of skills. Resources were purchased to further enhance these sessions.</p>	<p>Continue strong practice in PE but consider ways of making further improvements (e.g. use of new resources, CPD events, developing new staff (ECTs).</p> <p>Identify weaker areas of staff subject knowledge and provide appropriate support/ CPD opportunities.</p>
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<p>Provide training to upskill PE lead.</p>	<p>PE Lead to work alongside Richard Crane to conduct a Deep Dive in PE. PE lead to work alongside Ryan Ellis (Education Manager at North Yorkshire Sport) P.E. lead to attend meetings and conferences to stay up to date on developments in P.E and keep staff up to date.</p>	<p>See indicator 2 for costing £130.00 (1/2 supply cost) £390.00 (3 x half days supply costs)</p>	<p>PE Lead attended LTA course and used her knowledge of teaching Tennis to support Year 5 and 6 teacher when delivering net/wall games. PE Lead attended Swaledale Alliance meetings every half term. Deep Dive carried out in November which boosted PE Leads confidence and knowledge of what it entailed. PE Lead worked alongside Ryan Ellis on planning effective lessons building upon skills.</p>	<p>Meeting with KS2 staff organised for September with Ryan to look at planning.</p>
<p>Utilise interactive PE curriculum (Complete PE) to ensure high quality delivery and consistency of the PE provision.</p>	<p>Renew 'Complete PE' membership to continue to provide less confident staff with ideas and assessment guidance. Quality and Quantity of resources for lessons purchased to allow high quality physical education and pupil attainment.</p>	<p>(see indicator 1 for cost)  (see indicator 1 for cost)</p>		
<p>Ensure staff are confident with the use of the schools PE assessment materials and can therefore plan and pitch lessons effectively knowing where children are at.</p>	<p>Update Insight objectives to match the Progression of skills Document'  Observations and work alongside staff as well as specialist coaches to improve knowledge and confidence in using materials</p>		<p>Insight objectives updated ready for the next academic year to enable staff to assess more accurately.</p>	<p>To complete PE on a page document each Term to monitor assessments made by the staff and progress made by the children.  To support assessment and moderation by encouraging staff to continue uploading videos at the end of a unit of work for WT, EXP and GD.</p>

To purchase new sporting equipment so that lessons and units can be taught effectively.	To purchase equipment.	(see indicator 1)	Staff commented on how the resources impacted positively on their lessons. “The rebound mats really helped the children prepare for the indoor Athletics Comp.” “The children were keen to use the badminton rackets and nets after the Inspirational Visit from Jenny.” “Now we have more equipment there is less waiting around for children and they are more active. This has had a positive impact on behaviour.”	To continue to monitor resources.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 22%
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:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	Organise after-school clubs (at least 2 per half term) to develop children’s fitness and enjoyment of sport. Run promo days to advertise the clubs to increase take up.  All pupils from Year 1-6 to complete the Koboca Activity and Wellbeing Survey (Sept) to establish the activities they would like to experience and take part in.  Organise a skipping day for all	See indicator 1 for cost of clubs	Pupil voice “I loved learning new skills. Chris is really skilled at skipping.” (yr3) “We learnt not to give up” (yr3)	

	<p>children to access.</p> <p>To attend festivals for KS1 and KS2 organised by ML Fitness enabling us to take more pupils.</p> <p>Bike Ability for Year 1. Helen from Stage 1 cycles to work with the Year 1 class to develop their cycling ability using cycles purchased last academic year. Bike ability Level 1 and 2 for Year 5 and 6.</p> <p>Forest School (one afternoon a week for the year)</p>	<p>£300.00</p> <p>See indicator 5 for costs of transport</p> <p>£384.00 (learn to ride sessions)</p> <p>(see indicator 1 for cost)</p> <p>£1,880 (sessions for the year)</p>	<p>"We did a lot of skipping. Chris is funny and makes all his sentences rhyme." Yr4 "We learn new tricks and skills every time." Yr6 "I liked how we all improved our skipping skills by doing backwards and forwards butterfly moves. I liked it because everyone could join in." Yr5 "I liked Chris because he was funny. I feel like I learned lots of new skipping skills. I want to continue practicing my skipping skills." Yr5</p> <p>All the children except one was able to independently balance and pedal across the playground by the final session. The remaining pupil was balancing and showing signs of being ready to pedal independently with ongoing support from parents. 2/3 of the pupils could not pedal independently at the start of the sessions. The 1/3 that could initially have improved their braking and bike handling skills and ability to set off without support.</p> <p>Pupil Voice: "I have learned about different leaves and the trees they belong to." Yr5 "We measured the circumference of the tree to measure how old it was." Yr5 "I enjoyed using the flint and steel. I think I'd feel more prepared if I went camping now." Yr5 "Keeping yourself safe around a fire was important, we learnt how to do that." Yr6</p>	<p>Families were asked to reinforce the skills learnt and develop the ability to consistently balance and pedal independently</p> <p>To continue Forest School sessions next year. To include working with the Reception children.</p>
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	<p>Year 6 to take part in an outdoor and adventurous residential trip taking part in new activities. Subsidise residential trip for all pupils who wish to go.</p> <p>To purchase a sports kit for children to wear when attending events.</p>	<p>£1,350 (subsidised 27 children £50 each)</p> <p>£425 (t-shirts with Hipswell Logo embroidered on)</p>	<p>"It's like going on an adventure, learning about wildlife." Yr3</p> <p>Improved confidence, resilience and perseverance of all pupils observed by staff supporting the trip.</p> <p>Pupil Voice: "Learning how to kayak was good, I was worried about falling in but felt better once we got going." "I learned to trust other people in my group when we were climbing." "Climbing the pole on the zip line was really scary, but it was great when you got to the top and could see how far you had come."</p>	
To enable children to participate in different types of physical activity so increasing fitness and body strength.	To employ a trained Yoga and Mindfulness practitioner to deliver sessions after school throughout the year from R – Year 6		NOT ACHIEVED	To look into next academic year 2022/24 Explore other ideas for extracurricular provision. To organise a sport week where the children experience sports they have not encountered before.
To engage pupils in intra-school and inter-school competitions in a wide range of sports & activities.	<p>To run an annual sports day and fun run for all pupils (Rec to Yr6)</p> <p>To attend as many Catterick Cluster competitions organise by ML fitness.</p> <p>To attend competitions ran by SGO. Increase the attendance of competitions for less active pupils and</p>	<p>£325.00 (cost of powder paint)</p> <p>(see transport costs in Indicator 5)</p>	<p>All children took part in our annual sports day which parents attended.</p> <p>All children have had access to a range of new and different sporting opportunities including: Bench ball, Quadkids challenges, Playground challenges, Parachute games, Zumba, Boxercise.</p>	Continue to provide and further develop this opportunity to broaden children's experiences of sports beyond the National Curriculum

	SEND.		The majority of children have had the opportunity to take part in an intra-school competition at the end of units (dodgeball, hockey, football, tennis)	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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?:
Provide opportunities for pupils to participate in competitive tournaments/events, covering a broad range of sports, through membership of 'ML Fitness'	ML Fitness to organise Level 1 events between the Garrison schools allowing more children to take part in competition. NB to enter teams into events, book bus', identify staff/volunteers to help. Work alongside coaches to identify children for teams and train at clubs. Send consent letters, complete risk assessments.  Enter competitions and leagues – allowing both active and inactive pupils to take part.  Organise competitive events within	£1,000 (membership cost)  £100.00 + supply for the day £220.  £980 (travel expenses)	Year 5 children to attend the Wensleydale Winter Olympics.  Attended the 'Inter School Cycling competition' for Year 5/6 (8 pupils)  See Hipswell school's Facebook page and PE page on Schools website to see events and festivals attended this year.	Sustainability and suggested next steps:  Further develop intra team competitions for classes to play against each other.  Continue to engage in the vast majority of inter-school competitions and ensure all children have an opportunity to represent a team and attend a competition during their time at school.



	school at lunchtimes and end of units.  Sports Day and fun run		This year the intra school events taken place have included 'Football, tennis, netball, Athletics, Quick sticks'	
Engage more children in sport by providing opportunities regardless of their abilities.	Sign up to as many leagues for inactive pupils giving them the opportunity to compete.	See travel costs above	This year we have taken a team to the following competitions for both SEND and Inactive pupils: Sports Hall Athletics, Yr5/6 dodgeball, Yr3/4 dodgeball, KS2 Panathlon, Netball	

Signed off by	
Head Teacher:	
Date:	18.07.23
Subject Leader:	A J Waller
Date:	18.07.23
Governor:	
Date:	