

## Primary PE & Sport funding

At Hartford Manor Primary School and Nursery we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

<b>Total underspend carried forward from 2021/2022</b>	<b>£0</b>
<b>+ New grant for this academic year 2022/2023</b>	<b>£19,121</b>
<b>= Total available for 2022/23 to be spent by 31<sup>st</sup> July 2023</b>	<b>£19,121</b>

***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 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Gold Sports Mark 2021/22 achieved, Platinum sports mark achieved 2022/23</li> <li>• Expanded range of extra-curricular sports clubs on offer including badminton, lunch time girls football and golf (Pupil Voice)</li> <li>• Increased number of staff attending courses including middays, EYFS staff and TAs</li> <li>• Winsford swimming pool for curriculum lessons / top up: Year 6 slot obtained for top up lessons in Summer 22 and in Summer 2023 Year 2 curriculum swimming</li> <li>• Year 6 teachers online England Hockey training, PE lead online Tennis training to receive £250 voucher for resources</li> <li>• Netball team reached county final</li> <li>• Boccia and NAK team reached County final</li> <li>• 2nd place Sportshall athletics</li> <li>• Semi - finals for Year 4 tennis</li> </ul>	<ul style="list-style-type: none"> <li>• New curriculum PE plans – ensure that all areas have correct equipment and staff are trained – Hockey, handball, dodgeball</li> <li>• Continue to increase the number of children who attend sports clubs outside of school including SEND (15.7%) and Pupil Premium</li> <li>• Maintain activity levels across the curriculum (weekly target minimum 60 mins in addition to PE lessons)</li> <li>• Look to invest in an EYFS scheme</li> </ul>

<ul style="list-style-type: none"> <li>• Yr 6 Girls football team final</li> <li>• Orienteering 3<sup>rd</sup> place Year 5</li> </ul>	
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Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	Sustainability
<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>
<ul style="list-style-type: none"> <li>• providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</li> <li>• hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively</li> </ul>	<p>We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</p> <p>Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further.</p> <p>Our school has the support of a specialist PE teacher (our PE &amp; School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.</p> <p><b>FOR SCHOOLS ENGAGING WITH FA GIRLS SCHOOL PARTNERSHIP WORK –</b></p> <p>Our staff attend training in the FA Primary Teachers Award, Shooting Stars Active Play through Storytelling &amp; After School Club training provided by the Football Association.</p>	<p>£4215.60</p>	<p><u>All staff</u> have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 &amp; PESSCo support show teachers have brought about improvements in:</p> <ul style="list-style-type: none"> <li>• Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child.</li> <li>• Lots of good ideas to help deliver the curriculum more effectively.</li> <li>• The course provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs.</li> <li>• The start to move gives a different view on how to teach key stage 1 PE, leading to increased confidence when delivering P.E.</li> <li>• More ideas about how to enable the children to make progress through the skills.</li> <li>• Improved PE lessons and pupils engagement with lessons</li> <li>• Knowing in greater detail what is required during a PE session</li> </ul>
			<p>Sustainability and suggested next steps:</p> <p>Continued subscription to VRSSP Continue to access YSP and VRSSP training for subject leader and staff across the school.</p> <p>Continue to use 5-day fitness daily in classes</p> <p>Further increase the range of activities available at lunchtime and break time as well – engage a sports coach at lunchtimes</p> <p>Different year groups to represent school in tournaments / competitions</p> <p>Ensure all Year 6 children take up Bikeability</p>

	<p>Our staff have continued to engage in professional development in PE, School Sport and Physical Activity including:</p> <ul style="list-style-type: none"> <li>• PESS Premium for Governors Training</li> <li>• Leading High-Quality Teaching and Learning across the School</li> <li>• Leading Achievement in PE</li> <li>• Preparing for a 'Deep Dive'</li> <li>• FA Active Play through Storytelling &amp; AS Clubs</li> </ul> <p>Our lunchtime supervisors received training from our School Sport Partnership to help them support the delivery of more active games, activities and competitions.</p> <p>A teaching assistant in EYFS attended Ready, Get Set Bike training</p>		<ul style="list-style-type: none"> <li>• Improve differentiation within the lesson</li> <li>• A KS1 TA did her level 1 swimming certificate</li> <li>• PE lead became a member of AfPE so has access to more training and up to date health and safety</li> </ul>	
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<b>Key indicator 2: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>				Percentage of total allocation: %
Intent	Implementation	Funding Allocated	Impact	Sustainability
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:
<ul style="list-style-type: none"> <li>• providing targeted activities or support to involve and encourage the least active children</li> <li>• encouraging active play during break times and lunchtimes</li> <li>• establishing, extending or funding attendance of school</li> </ul>	We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies.	£720.40	Impact seen will in the first instance include sharing of the training with all staff and their response in identifying opportunities to incorporate more physical activity into the school day.	More KS2 / KS1 teachers to attend 'top up' training  ECT x 2 to have 6 weeks CPD with an external coach to support outdoor learning

<p>sports clubs and activities and holiday clubs, or broadening the variety offered</p> <ul style="list-style-type: none"> <li>raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim</li> <li>advocating active travel to increase activity levels before school (as well as reducing road traffic at drop-off/pick-up times)</li> </ul>	<p>We have used the Active School Planner to create Heatmaps</p> <ol style="list-style-type: none"> <li>1) We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times</li> <li>2) We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs</li> <li>3) We consult pupils about what extra-curricular activity they would take part in and strive to include this in our offer in order to reach our priority groups</li> <li>4) Our Change 4 Life Sports club in years 2 &amp; 3 will encourage children to take up physical activities and maintain healthy lifestyles</li> <li>5) Our midday assistants have attended training to help them develop more activity at lunchtimes</li> <li>6) We have engaged with the British Cycling balance biking programme Ready Set Set, Big Pedal AND Bike ability training to improve pupils skills and confidence and support them and their families take up more active travel to and from school.</li> <li>7) We took part in National School Sport Week designed to encourage engagement and celebrate physical activity across the whole school</li> </ol>	<p>£2625 £250</p>	<ol style="list-style-type: none"> <li>1) % increase in participation in extra-curricular clubs are a source of impact much valued by inspection teams but schools can also quote an increase in the number of clubs and the range of activities – parents have commented on visits to school that we provide a range of after school activities for all ages.</li> <li>2) We have regular pupil voice surveys which asks children about clubs and curriculum offers</li> <li>3) Pupil Premium evidence relating to PP which can support impact here – e.g. attendance, punctuality, behaviour, progress, attainment. Certain families have been added to after school club lists before clubs go out to rest of school community</li> <li>4) 92% of Year 6 achieved Level 2 for Bikeability.</li> <li>5) Big Walk and Wheel 2023: journeys increased by 303 journeys from 2022.</li> <li>6) We also got the school council involved who helped to promote and then encouraged Walk and Wheel Wednesdays</li> <li>7) In Autumn 2022 92% of Year 6 completed Bikeability training – 98% achieved Level 2 and 2% achieved Level 1</li> </ol>	<p>Continue with 5-a-day membership</p> <p>Phys kids training for Year 6 this year so they can help with KS1 PE</p> <p>Possible lunch time coach to work with least active children</p>
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8) This academic year, Year 2 children were able to access swimming lessons for 6 weeks

8) FA Shooting Stars club was attended by 12 Year 2/3 girls for 6 weeks  
9) 15 Year 4/5 girls attended a Shooting Stars Festival

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<b>Key indicator 3: The profile of PE, School Sport &amp; Physical Activity being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability</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:	Funding Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes)</li> <li>embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching</li> <li>using physical activity and/or school sport as the vehicle for meeting some of the school priorities as identified in the whole school development plan e.g. increasing confidence in girls through active storytelling</li> <li>we use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international</li> </ul>	<ol style="list-style-type: none"> <li>We ensure our PE Subject Leader has appropriate support to develop our PE &amp; School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership &amp; Youth Sport Trust trainers.</li> <li>Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE &amp; School Sport – Jon Macken did an assembly with Year 3 children who delivered the key message of believing in yourself, taking your opportunities and celebrate with your whole team</li> <li>Staff have attended training which focuses on increasing attainment across the curriculum through physical activity in order to maximise the opportunities for our pupils to be physically active.</li> </ol>	£6500	<ul style="list-style-type: none"> <li>Get us a School Games mark! – Platinum achieved 2023</li> <li>Making sure we implement change for life club</li> <li>Full use of 5 a day website</li> <li>Engage KS2 pupils as Sport leaders,</li> <li>Encourage less active pupils to engage in a healthy active lifestyle</li> <li>Teaching staff taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils'</li> <li>To improve teachers confidence in delivering PE</li> <li>More girls this year have attended girls only football club at lunchtime</li> <li>Athlete / role model Jon Macken did an assembly with Year 3 children who delivered the key message of believing in yourself, taking your opportunities and celebrate with your whole team</li> </ul>	<p>Continued involvement with VRSSP as training partner</p> <p>Personal Best Training for KS1 staff</p> <p>Review Teacher's Voice via online questionnaire to identify further CPD requirements.</p> <p>In the new academic year girls' football will be after school with a new coach – aim to establish a girls' football team to enter competitions early on the in academic year</p>

<p>collaboration and to foster greater engagement in all pupils in school</p>	<p>Other actions will depend on the outcomes of Active Schools training, the engagement of staff, the recognition by SLT of the strong evidence linking increases in physical activity and school performance, the success in involving the least active in school sport and how this has increased engagement in school as a whole.</p> <p>“We identified a group of boys from year 3 who struggled to take part in PE due to being unable to lose and also lack of skills for others in this group, we used the sports premium to put in an intervention” – this helped us to achieve Platinum school sports mark.</p> <p><b>FOR SCHOOLS ENGAGING WITH BARCLAY'S GIRLS FOOTBALL SCHOOL PARTNERSHIP WORK –</b></p> <p>We are included in the Shooting Stars Active Play through Storytelling &amp; After School Club training provided by the Football Association. This training course and supporting resources have been developed to support ‘the beginner girl’ aged 5 to 8 in developing their physical literacy, confidence and speaking &amp; listening skills through the medium of creative play and storytelling. It is expected that through the programme, these girls will grow in confidence which will lead to them becoming more physically active in the playground and engaging in a wider range of activities. We have pledged to offer equality of opportunity in football and complete the annual ‘Equal Access Survey’ in support of this intent. We attended the Cheshire &amp; Warrington ‘Shooting Stars’ Conference and used</p>	<p>£825</p>	<ul style="list-style-type: none"> <li>• School PE link governor attended update training and in Summer meeting asked PE lead questions based on the format from training</li> <li>• Supporting specialists have provided new ideas and increased confidence for teaching dance, cricket and tennis. Teachers have learned from coaches the necessary skills to be able to teach these sports and physical activities effectively</li> </ul>	<p>School PE governor to continue regular meetings</p> <p>Continue to engage the support of specialist teachers.</p> <p>P.E. staff meeting to review the curriculum requirements, resources and shared vision for P.E. and school Sport.</p>
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	the training available to improve the provision and further engage less confident girls.			
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<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability</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:	Funding Allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities</li> <li>partnering with other schools to run sports and physical activities and clubs</li> <li>providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations</li> </ul>	<p>We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in.</p> <p>Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities. School staff are trained to create activities in PE and extra-curricular</p>	£1600	<p>The PE curriculum has changed this year to include new sports that the children had requested – this included badminton in Year 4 and handball in Year 5.</p> <p>Other year groups saw this and so 2 after school clubs were provided in badminton for lower KS2 and upper KS2.</p> <p>Year 6 teachers both did online England hockey training which meant that new equipment was ordered (including wooden hockey sticks to help with transition) and curriculum plans changed to enable this.</p> <p>In Year 5 handball was introduced in curriculum PE which has led to a group</p>	<p>Continue to ensure curriculum PE has the required resources and enough of them as now all KS2 classes are 30.</p> <p>Pupil voice surveys and school council to continue with getting ideas from children about what after school clubs to offer</p>



	<p>activity which meet the needs of every learner in order to support their progress.</p> <p>Our offer is inclusive, ensuring equal opportunity is presented to all groups and also includes a range of disability and adapted sports such as Boccia and New Age Kurling</p> <p>We have used PE, School Sport &amp; Physical Activity as part of our recovery curriculum for students and have used lessons to build confidence, fitness and skills.</p> <p>We have followed the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</p>	<p>£560</p> <p>£200</p> <p>£618</p>	<p>of boys not allowed to play football at various points in the year to still play games at lunchtimes, Year 3 have also enjoyed this game.</p> <p>Our team came 1<sup>st</sup> in NAK this year and went on to represent Vale Royal in the County Final.</p> <p>Our dance, football and all Year 1 / 2 clubs have been very well attended with waiting lists for football and the dance teacher has been able to increase her numbers and bring an extra teacher with her.</p> <p>Dance teacher also teaches Year 6 their dance unit in Spring.</p> <p>Coaches we employ ask what clubs to offer so that we are constantly changing and offering a variety of different sports.</p> <p>A larger proportion of children in lower KS2 have been involved in competitions using the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games and others in upper KS2 have been involved.</p> <p>Fencing competition with a local primary school where the coach did classes at both schools.</p> <p>Year 2 experienced curriculum swimming this year and we entered Northwich swimming gala and came 3<sup>rd</sup> so automatically qualified for next year.</p> <p>In order to fulfil the minimum H&amp;S policy/insurance requirements, coaches</p>	<p>Teachers to attend more sport specific training</p> <p>Continue to offer less energetic sports as clubs e.g. fencing, badminton, golf</p> <p>Swimming to continue as have a slot at Winsford Brio</p>
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			<p>will have the following qualifications for deployment in school:</p> <ul style="list-style-type: none"> <li>• A minimum of UK Coaching Certificate Level 2 in the sport/activity they are delivering (or level 1 for assistant coaches who work under the direct supervision of a teacher or Level 2 coach who leads the session)</li> <li>• Safeguarding training within the last three years</li> <li>• Emergency First Aid training within the last 3 years</li> <li>• An enhanced DBS (Disclosure and Barring Service) check in line with the school policy Coaches receive a full induction programme so that the visitor understands school policies, can support school development and is clear on the expectations on them.</li> </ul> <p>By following these policies/requirements we would expect to see extra-curricular sessions which are safe and entirely suited to the needs of the participants</p>	
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Sustainability</b>
Your school focus should be clear what you want the pupils to know and be able	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>to do and about what they need to learn and to consolidate through practice:</p>				
<ul style="list-style-type: none"> <li>• increasing and actively encouraging pupils' participation in the School Games</li> <li>• organising more sport competitions or tournaments within the school</li> <li>• coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations</li> </ul>	<ol style="list-style-type: none"> <li>1) Teachers attend a range of sport specific training courses to help us broaden the range of competitions we provide for our children. Our staff will attend training focused on the School Games formats for intra and inter school competition</li> <li>2) We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools' competitions</li> <li>3) Our school takes part in National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children, this year this focused on sports &amp; activities to engage all young people as we as celebrating the upcoming Women's FIFA World Cup.</li> <li>4) We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter)</li> <li>5) We have followed the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games to ensure we are better able to engage a</li> </ol>	<p>£350</p> <p>£658</p>	<ol style="list-style-type: none"> <li>1) An ECT attended EYFS training</li> <li>2) Sports leaders attended Eco-training and C4L training</li> <li>3) New TA attends Ready, Set, Ride training</li> <li>4) After 2 years of putting netball on the Year 6 curriculum we were able to enter a cluster competition which the team won, sending us through to another competition and finally to reaching the county finals representing VRSSP – this was an amazing opportunity and one we hope to build on in future years.</li> <li>5) Year 5 also entered a basketball tournament where we took 2 teams one that were keen to learn and another who were experienced – we came 2<sup>nd</sup> so will continue to build on this next year.</li> <li>6) School teams have participated in many inter school events this academic year including: Cross Country, Football (mixed and girls) Indoor Sportshall Athletics, Netball, Basketball, Boccia, New Age Kurling, Tennis, Orienteering, Fencing and swimming as well as intra school ones too.</li> <li>7) We achieved for the 1<sup>st</sup> time a Platinum School Games mark as we had previously held Gold for at least 3 years.</li> <li>8) Our Sports Day was designed to reward for children with the Values of the Games being held as the</li> </ol>	<p>Continue to attend training focussed on School Games formats. Increase the number of intra-school competitions and continue to compete in a full range of inter-school competitions (annual overview to be used to plan/staff these)</p> <p>As many children as possible to participate in the School Games Festival</p> <p>Continue to encourage children to take part in sport using the Celebrate, Aspire, Inspire mode</p>

	wider range of children in competitive and non-competitive activities.		highest accolade. This inspired all children to achieve. We also maintained competition in the events including finals to cater for the more able, gifted and talented. More children were able to achieve success in events.	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
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 transfer to the pool when school swimming restarts. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above.	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	65%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100% <i>Remember, this element can be delivered on dry land</i>
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?	Yes/ <input checked="" type="checkbox"/> No

\*Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.

Signed off by	
Head Teacher:	<i>J Diamond</i>
Date:	27 <sup>th</sup> July 2023

Subject Leader:	<i>J Meyer</i>
Date:	26 <sup>th</sup> July 2023
Governor:	
Date:	

