

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date:                                                                                                                                                                                                                                                                                                                                                    | Areas for further improvement and baseline evidence of need:                                                                                                                                                                                                             |
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| <ul style="list-style-type: none"> <li>Increased involvement and success in competitive sport (inter-school and intra-school)</li> <li>Increased amount and more varied sports clubs available for all pupils</li> <li>Improvement in the emphasis on the importance of physical activity throughout school</li> <li>Improvement in planning and assessment of PE</li> </ul> | <ul style="list-style-type: none"> <li>To continue to develop and improve after school provision</li> <li>To incorporate more physical activity within day to day lessons</li> <li>Continue to develop assessment and use intervention where children need it</li> </ul> |

| Meeting national curriculum requirements for swimming and water safety                                                                                                                                                                                             | Please complete all of the below: |
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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school. | 75%                               |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?                                                                                                                          | 65%                               |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?                                                                                                                                                        | 70%                               |
| 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?                                    | 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 students today and for the future.

| Academic Year: 2022/23                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Total fund allocated: £17,770                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Date Updated: July 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |
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| <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Percentage of total allocation: |
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| School focus with clarity on intended <b>impact on pupils:</b>                                                                                                                                                                                                                                                                                                                                                                      | Actions to achieve:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Funding allocated:                                                                                                                                        | Evidence and impact:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Sustainability and suggested next steps:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |
| <ul style="list-style-type: none"> <li>• Introduction of Active Sessions which lasts for 15-30 minutes 3 times a week</li> <li>• Active lessons</li> <li>• Development of well-planned and resourced PE lessons</li> <li>• Online PE planning tool to offer teachers wider planning/resource materials</li> <li>• Development of activities and a broader range of equipment to actively engage more children for longer</li> </ul> | <ul style="list-style-type: none"> <li>• All classes to create time in their day to be active. If the weather is not suitable, then children to go in the hall where possible or make use of in class resources such as 'go noodle' to keep the children active every day</li> <li>• Teachers planning to include active lessons where possible</li> <li>• Go noodle and other similar programmes to be used throughout school regularly</li> <li>• Use of teachers, sports coaches and planning tool to engage all learners and maximise their potential and more</li> <li>• New equipment is ordered and regularly replaced/improved to keep children busy and active with different equipment available for them to use.</li> </ul> | PE Hub – Planning, CPD, questionnaire, audit tool £498.75<br><br>External PE/Physical Activity Coaches - £8802.50<br><br>School based Sports Coach – 2302 | <ul style="list-style-type: none"> <li>• Children enjoying physical activity, children (who in the past have not had the required amount of activity in their day) are now being active with smiles on their faces, Children becoming fitter through regular activity- some children quoting, 'I did more than yesterday'.</li> <li>• Children more active generally-taking part without needing a rest</li> <li>• Dancing in class raises the heart rate of children which the children love and then the children are ready to learn as soon as it's over</li> <li>• Children are visibly more active at break times and lunch times with new and varied equipment; this</li> </ul> | <ul style="list-style-type: none"> <li>• Children becoming more interested in running as a result of being regularly involved in school- increased chance of participation out of school; next steps for 'Mile a Day': aim to get more children asking when they are going to be doing it/looking forward to it by continuing it daily and staff joining in also</li> <li>• Work more closely with parents to encourage children to walk to school. Offer information of the benefits of walking/cycling to school.</li> <li>• Offer the air pollution lessons to other classes</li> </ul> |                                 |

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|  | <ul style="list-style-type: none"> <li>• Include more safe places where children can tie their bike up.</li> <li>• Bikeability is going to be run for Year 5 to increase activity levels and make children more road aware when cycling on smaller, quieter roads.</li> </ul> |  | <p>also reduces any potential problems arising which can be caused through boredom outside</p> <ul style="list-style-type: none"> <li>• Children are more road aware and want to ride their bike at home, contributing to the Government's 30 mins of physical activity out of school</li> </ul> | <p>throughout school and encourage walking/cycling that way too</p> <ul style="list-style-type: none"> <li>• Encourage children to use their 'bikeability' skills to cycle safely whilst at home with an adult. Children who ride their bike on smaller roads at a younger age are more likely to ride their bikes as they get older- therefore making this more sustainable</li> </ul> |
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| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
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| School focus with clarity on intended <b>impact on pupils:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Actions to achieve:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Funding allocated:                                                                                                                                                                                 | Evidence and impact:                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Sustainability and suggested next steps:                                                                                                                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"> <li>• Role models- local sporting heroes and personalities are regularly invited into school so pupils can identify with success and aspire to be competitive and successful themselves</li> <li>• Trophy cabinet in the foyer and PE display board in the hall to raise profile of participation in sport and achievement- this is visible to children and families who visit the school</li> <li>• Celebrations of Physical activity, PE and sport across school in assemblies to show</li> </ul> | <ul style="list-style-type: none"> <li>• Invite somebody to come in at least termly and speak to the children or run some after school clubs</li> <li>• Winning teams in the inter-school and intra-school tournaments have their picture displayed</li> <li>• Use full sports kit for school teams to be represented</li> <li>• Congratulate the children on being chosen to represent the school and explain what it means to do so. Point out that it is great that they have been chosen and are going to take part. Encourage</li> </ul> | <p>School Coach – £10,618</p> <p>External coaches for specific sport/physical activity sessions e.g. Scoot Fit, range of dances, football freestyler, Basketballers, Bradford Bulls etc. £3415</p> | <ul style="list-style-type: none"> <li>• Children see what it takes to 'make it' as a successful sportsperson- children become more motivated themselves</li> <li>• Children visibly happier to see a basketball player who represents Bradford Dragons and want to aspire towards achieving something similar</li> <li>• Free tickets to watch Bradford Dragons game handed out- giving the children the chance to see a real-life basketball game</li> <li>• Free tickets to Bradford</li> </ul> | <ul style="list-style-type: none"> <li>• Develop PE display boards further to encourage activity out of school, not just in school</li> <li>• Continue to invite athletes/sports people in, trying to choose a different sport each time</li> <li>• Create more links with local clubs- coming upto summer to do this with Queensbury CC</li> </ul> |

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| <p>the children that school regards sport as extremely important as a stand-alone subject/activity but also how it impacts individuals as a whole</p> <ul style="list-style-type: none"> <li>• Teachers/Coaches and TAs running extra-curricular clubs to show the children how all staff hold a passion for sport and understand the importance of physical activity</li> <li>• Teachers and TAs to take part in Active Sessions to show the children they value the importance of it too</li> <li>• Fundraising sport competitions to raise whole school values</li> <li>• Use PE lessons and active lessons to make cross-curricular links- muscles, heart rate for example</li> <li>• Increase the activity levels of children and demonstrate to them a broader range of what it means to live a healthy lifestyle across school</li> </ul> | <p>competitiveness by telling the children that they may be able to show their trophy/certificate in assembly and have their photo on the wall</p> <ul style="list-style-type: none"> <li>• Sport achievements to be put on the website</li> <li>• PE subject leader to plan extra-curricular clubs alongside staff running the clubs to ensure they are contributing to the recommended daily physical activity</li> <li>• PE leader Attending virtual PE conference- feedback to sports coach and teachers</li> <li>• Sport and Healthy Living Co-ordinator to oversee PE, healthy eating and activity levels throughout school</li> <li>• Regular meetings with all lunch staff and kitchen staff</li> <li>• Ensure school are providing a platform for the children to be physically active where possible. Ensure active break times so children have plenty to do.</li> <li>• Order new equipment for play times and have regular meetings with lunch staff to discuss games they can play with the children</li> <li>• Lunch menu is regularly</li> </ul> |  | <p>Bulls handed out around school</p> <ul style="list-style-type: none"> <li>• Children feel part of a team with their kit on and being chosen to represent their school in the first place</li> <li>• School website is updated with PE and sports success.</li> <li>• Extra-curricular clubs organised for summer to be run by Bradford Bulls</li> <li>• Overall performance levels have improved</li> <li>• Children recognise that all staff value an active, healthy lifestyle and respond by doing so themselves</li> <li>• Children understand the importance of exercise and the affect that it can have on their body</li> <li>• Children have lots of activities to play and choose from; therefore, they do not become bored</li> <li>• Children make healthier choices themselves for lunch as they are given 3 healthy choices, they have to choose one of them</li> </ul> | <ul style="list-style-type: none"> <li>• Children have the active lifestyle embedded within them and take it home to educate their parents about the importance of exercise</li> <li>• School to continue to raise the profile of sport, physical activity and healthy eating by continuously updating PE boards for information on activity levels, achievement through sport, healthy foods, foods that are surprisingly high in sugar</li> <li>• School to introduce a half termly 'success story' of an elite athlete and display for all school to see.</li> <li>• Children will start to make healthier choices themselves out of school too as they are used to choosing healthy, balanced meals in school</li> </ul> |
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|  | <p>monitored to ensure school are adhering to current guidelines and there is a range of healthy choices</p> <ul style="list-style-type: none"> <li>• Unhealthy snacks to be banned at play time where only a piece of fruit or vegetable can be eaten</li> <li>• Inform staff of the importance of at least 30 minutes of physical activity per day</li> </ul> |  |  |  |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Percentage of total allocation:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| School focus with clarity on intended impact on pupils:                                                                                                                                              | Actions to achieve:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Funding allocated:                                                                                                                          | Evidence and impact:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sustainability and suggested next steps:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Improving progress and attainment by up-skilling current staff through CPD from the PE Leader, sports coach and sport specific coaches who come in</li> </ul> | <ul style="list-style-type: none"> <li>PE leader attending annual PE Conference to look at new initiatives</li> <li>Teachers and other staff work alongside PE coach when planning, assessing and teaching</li> <li>PE subject leader to provide updates throughout the school year in staff meetings</li> <li>PE subject leader to undertake lesson observations throughout the year to look at teaching, learning and assessment in physical education</li> <li>Teachers and staff to observe good lessons of other practitioners/sports coach/PE leader</li> <li>Teacher confidence questionnaires to be assessed and relevant training to be provided</li> </ul> | <p>Sports coaches and extra hours for current staff within school School Coach - £10,618</p> <p>New sports coach to be taking over soon</p> | <ul style="list-style-type: none"> <li>All staff becoming more aware of the need of physical activity and the importance of it throughout school, not just in PE. This means the staff and school ethos of children being physically active is embedded and children are now making more decisions to be active</li> <li>Better subject knowledge for both TAs and teachers, who are now more confident to take a more active role in lessons/ lunchtimes activities etc</li> <li>All staff seeing regular good or better lesson in PE and all staff more confident to deliver/ take an active part in these lessons to allow children to progress</li> <li>Increased confidence and better subject leadership skills enabling the subject leader to lead with professional learning for all staff</li> </ul> | <ul style="list-style-type: none"> <li>The will be sustainable as all staff will have received the training etc and will therefore be up-skilled and more confident. This training will continue through regular CPD and then the teachers being up-skilled can continue to train the next generation of teachers. Their good practice can be observed by others.</li> <li>PE subject leader to support new staff in school with planning and delivery of lessons</li> <li>PE subject leader to identify any staff in need of further CPD/support- this could also happen via outside training too if needed</li> <li>If needed, pair staff up to teach lessons and give each other feedback for a half term</li> <li>PE subject leader to monitor and provide support as appropriate</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Planning and assessment tools readily available for all staff through online planning tool which is subscribed to</li> <li>• Subject leader monitors PE to measure its effectiveness throughout school.</li> </ul> | <ul style="list-style-type: none"> <li>• Professional development in subject leadership for PE subject leader</li> <li>• Planning scrutiny and lesson observations to check that PE is a continuous journey throughout school</li> </ul> |  | <ul style="list-style-type: none"> <li>• PE subject leader networks with other leaders to share good practice of leadership and lessons</li> </ul> | <p>in order to ensure progress and achievement are maintained by all pupils</p> |
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| <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p> | <p>Percentage of total allocation:<br/>%</p> |
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| School focus with clarity on intended impact on pupils:                                                                                                                                                                                         | Actions to achieve:                                                                                                                                                                                                                     | Funding allocated:                                                                               | Evidence and impact:                                                                                                                                                                                 | Sustainability and suggested next steps:                                                                                                                                             |
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| <ul style="list-style-type: none"> <li>• Development of a broader range of extra-curricular clubs to develop and increase activity levels and increase skillset</li> <li>• Have high quality equipment available that is interesting</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure there are a broad range of extra-curricular activities such as:               <ul style="list-style-type: none"> <li>• Different invasion games</li> <li>• Dance</li> </ul> </li> </ul> | <p>Sports coaches and extra hours for current staff within school<br/>School Coach - £10,618</p> | <ul style="list-style-type: none"> <li>• Increased levels of knowledge from the different specially trained coaches giving children an opportunity to utilise the expertise of specialist</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to hire different coaches to improve skillset of children and make them more active</li> <li>• Create links with out of</li> </ul> |



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| <p>and enjoyable to use in lesson times, play times and after school activities</p> | <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Tchoukball</li> <li>• Gymnastics</li> <li>• Rebound games</li> <li>• Sports coach/ teachers/ PE leader to work together when planning to ensure variety of skills being taught</li> <li>• Continue to purchase high quality, varied equipment and give sports leader chance to plan activities- these to be regularly reviewed</li> <li>• Emphasise the importance of looking after equipment to children</li> <li>• Arrange a pupil survey to discover what pupils would like on top of current equipment</li> <li>• Monitor participation and find out who the children are that are not regularly taking part- try to break down barriers to these children's participation levels</li> </ul> | <p>Equipment<br/>£6000 (July)</p> | <p>coaches</p> <ul style="list-style-type: none"> <li>• Increased participation in extra-curricular activities</li> <li>• Interest from a wider range of children with the varied activities on offer</li> <li>• Children taking part but at the same time becoming more competitive after being involved in competitive matches, both within school and against different schools</li> <li>• Clubs running 4 days after school, giving each class an opportunity for a different day. This day is changed each half term to allow children who can't make a certain day to have the opportunity to take part- these clubs are varied in sport/activity</li> </ul> <p><b>Wider impact as a result of the above:</b></p> <ul style="list-style-type: none"> <li>• Behaviour has improved at lunch times and break times as they are busier and more active</li> <li>• Behaviour has improved in an afternoon, straight after their exercise</li> <li>• More children have correct kit in school and forget less</li> </ul> | <p>school clubs (this has happened on a few occasions where children have joined a club that the coach also works at)</p> <ul style="list-style-type: none"> <li>• Continue to give the children the opportunity to take part in competitive games against one another and children from other schools</li> <li>• Give children the chance to be competitive within PE so they know what it's like to both win, and to lose, therefore continuing to increase their motivation to be more and more successful and as a result, becoming more active children, going on to be more active adults</li> </ul> |
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|                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Ensure extra-curricular activities have maximum uptake to engage as many pupils as possible</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                 | often- YEAR 5 CLASS HAD A 100% SUCCESS RATE OF BRINGING CORRECT KIT IN JANUARY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Key indicator 5: Increased participation in competitive sport</b>                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Percentage of total allocation:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>School focus with clarity on intended impact on pupils:</b>                                                                                                                                 | <b>Actions to achieve:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Funding allocated:</b>                                                                                                       | <b>Evidence and impact:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Sustainability and suggested next steps:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>Continue to work in partnership with local schools when organising competitive games</li> <li>Continue to organise intra-school competitions</li> </ul> | <ul style="list-style-type: none"> <li>Termly meetings with PE leaders/coaches from local schools</li> <li>Map out 'inter-house' tournaments on a half termly basis- a different sport each half term</li> <li>Make a note of children who are involved in competitive sport against other schools</li> <li>Ensure children are shown Foxhill kit prior to tournament so children can strive for this and then are given chance to wear it when competing</li> <li>Ensure all children have the chance to represent their school in a competition</li> <li>All children compete in the inter-house tournament each half term which is on top of their PE</li> </ul> | <p>£0 needed for travel due to links with other schools helping regarding transport</p> <p>£30 trophy/medal/engraving costs</p> | <ul style="list-style-type: none"> <li>Children take part in competitive sport once per half term within school and at least once per term against other schools- children look forward to this and are often asking about it for weeks beforehand. The children understand the importance of taking part, but these competitive games also instil values of winning and losing and fair play.</li> <li>Children taking pride in representing their school and going on to sign up with out of school clubs</li> <li>Children enjoy being part of a team and wearing the Foxhill kit</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b></p> | <ul style="list-style-type: none"> <li>Develop idea of beating personal bests when completing things like the daily mile</li> <li>Give the children the chance to be competitive if they want when completing things that are generally non-competitive</li> <li>Give children goals to aim for, both short and long term</li> <li>Ask children to come up with a realistic goal and also a WOW goal which they would only get to with devotion and hard work for a number of years</li> <li>Outcome of festivals and competitions are reviewed and any changes put into next</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>To create more links with local clubs and after doing each sport in PE, show children local clubs to get involved with- display these on the PE board</li> </ul> |  | <ul style="list-style-type: none"> <li>Increased confidence and standards in invasion games in PE</li> <li>Better teamwork in PE and throughout the curriculum</li> <li>Some children taking 'lead roles' in other areas as a result of being part of a team in PE and through sport</li> <li>Better behaviour in PE as children have a festival to strive for</li> <li>More girls keen to take part in competitive sport after seeing success of some of their peers</li> <li>Sportsmanship and gamesmanship have improved</li> <li>The increased competition element has meant that Foxhill is being more competitive in all sports and are sometimes winning tournaments</li> <li>Competitive sports such as basketball, which all children are not used to playing out of school, has attracted more players to local teams</li> </ul> | LTP |
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