

Physical Education, School Sport and Physical Activity at Lakeside Primary Academy 2022-23



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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£18,020
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,910
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17, 910

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022. Please see note above	62%
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	62%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

Yes

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>			<p>Percentage of total allocation: £5705 out of £17,910 32%</p>	
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Point 1 – We have seen a rise in children entering school with poor fine motor control. We want all early years children and year one to practise gross motor skills and fundamental movements to therefore enable them to improve fine motor skills.</p>	<p>Point 1 - Scrap Shed purchased to provide a range of recycled outdoor resources that provide the children in Early years and year one with open ended opportunities to use their imaginations whilst improving their gross motor skills.</p>	<p>£1950</p>	<p>Point 1 - EYFS children thoroughly enjoy use of Scrap Shed resources and spend much of their time outside lifting, carrying and moving creatively with the open ended resources. Teachers have noted that the children are more engaged in their learning and PD skills are improving as a result.</p>	<p>Point 1 - We are coming to the end of our contract with Scrap Shed and we are considering our next steps. We are committed to improving all children’s fundamental movement skills, that in turn will help improve their fine motor skills. We may decide to roll out the recycled resources to playtimes to engage more children with gross motor movements. All resources are recycled and therefore limit waste.</p>
<p>Point 2 – The children in EYFS need access to more resources that encourage and practise fine motor</p>	<p>Point 2 – Variety of outside resources purchased to include gross motor skills such as jumbo</p>	<p>£1230</p>	<p>Point 2 – By providing more resources that focus on fine and gross motor development,</p>	<p>Point 2 – To continue to model and encourage many opportunities for physical play within EYFS. These are</p>

<p>and gross motor skills inside and outside the classroom.</p>	<p>guttering, outdoor scales, tuff trays for sand and water play. Inside, tweezers, balancing stones, variety of small equipment to improve pincer grip.</p>		<p>children will acquire the relevant skills in order to be on track within other areas of the curriculum throughout school (Such as handwriting, scissor control as well as sports.) This year 96% of EYFS achieved expected level for gross motor skills and 89% of cohort achieved the expected level or fine motor skills. These results are an improvement on last year.</p>	<p>fundamental skills that are essential for a successful future within all aspects of a child's development.</p>
<p>Point 3 – We are committed to making sure children are active during break times. Resources needed to assist with children being active during break times.</p>	<p>Point 3 - Resources bought for the playground. Resources included; hockey sets, outdoor sand, tennis balls, tennis sets, play balls, easy grip balls.</p>	<p>£1035</p>	<p>Point 3 – Break times are active and children have more choice of resources to get involved in an active activity.</p>	<p>Point 3 – Resources to be monitored and replaced if damaged. Makes sure staff are ensuring the correct use of equipment when used a break times.</p>
<p>Point 4 – Resources needed to replace worn out and old PE equipment used for lessons to ensure all children can access and take an active role in lessons.</p>	<p>Point 4 - Resources - to enhance PE lessons (athletics equipment, discus, shot putt, measuring tape, netballs, footballs, basket balls, tennis rackets, swimming goggles, verruca socks.)</p>	<p>£660</p>	<p>Point 4 – All children engaged with PE and moving more as there is limited sharing of resources.</p>	<p>Point 4 – Continue to monitor the state of PE equipment and get rid of resources that are broken or unfit for purpose.</p>
<p>Point 5 – Teachers requested more equipment to use within forest school so they can engage more children with active learning.</p>	<p>Point 5 - Forest School equipment - (den building pegs, outdoor tools kit)</p>	<p>£195</p>	<p>Point 5 – Children are able to practise fine and gross motor control by using range of forest school tools.</p>	<p>Point 5 – To continue to monitor tools and add more over next coming years to build up a class set. In future purchase storage boxes to enable all forest school tools to be located in one place and therefore easily accessible for all classes.</p>

<p>Point 6 – Structured activities needed at playtime to focus and challenge the children.</p>	<p>Point 6 – Play-leader training and tabards</p>	<p>£210</p>	<p>Point 6 – Player leader training given to KS1 and KS2 pupils. When play-leaders were out, staff saw an improvement in behaviour and children enjoyed the challenges that were offered at the stations.</p>	<p>Point 6 – Create a rota where play-leaders take turns to deliver activities and look after equipment. Use current play-leaders to be positive active role models who help and support others.</p>
<p>Point 7 – Storage solution needed to ensure all playtime equipment is kept together and looked after.</p>	<p>Point 7 - Sports trolley to store PE equipment at playtimes.</p>	<p>£425</p>	<p>Point 7 – Equipment is now easily accessible for all children to use during playtimes and encourage everyone to be active during this time.</p>	<p>Point 7 – To make sure play-leaders ensure trolley and equipment within it is kept tidy. Ensure ALL children understand that they need to bring all equipment in from playground and back to trolley when break times are over.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>

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:
Point 1 – We wanted to promote and celebrate the World Cup as a big sporting event to get children talking and engaged with sports.	Point 1 - World Cup Football Day.	£0 – Free	Point 1- Children came to school wearing football shirts. Each class was given a country to research and find facts about. Every class then came together to share findings in a whole school assembly where sport was celebrated.	Point 1 – Pick other major sporting events in the future to engage a variety of pupils.
Point 2 – The after school dance club wanted to showcase their performance to an audience.	Point 2 - Dance Festival at York University - Glitter and glue for performance.	£22	Point 2 – Children who took part got to perform at York University to a crowd of over 200 people. The dance was also shared within a whole school assembly to promote to other children.	Point 2 – Continue to offer dance classes to give other children this opportunity to perform in front of a large audience.
Point 3 – All children receive one house coloured t-shirt when they join our school.	Point 3 - PE t-shirts, coloured and white spares purchased.	£96	Point 3 – Children feel united as a team and class organisation within PE is clear and concise when arranging teams therefore less time lost sorting teams.	Point 3 – To monitor stock of t-shirts and remind all children and parents about the importance of a correct PE uniform.
Point 4 – Children in Year 6 received swimming lessons as part of their curriculum when in Year 3. Due to Covid and disruptions in children’s personal swimming lessons, many of Year 6 cohort lacked the skills to	Point 4 - Year 6 catch up swimming lessons.	£1350	Point 4 – Year 6 cohort were given extra ‘catch-up’ sessions. The teachers who observed the swimming lessons noted that 4 children in particular showed great progress in their ability to	Point 4 – Continue to monitor other year groups and see if we need to add any extra sessions at end of year 6 for those pupils.

<p>perform basic safe self-rescue and could not perform and range of strokes effectively.</p> <p>Point 5 – The outside PE shed was broken and needed to be replaced.</p> <p>Point 6 – Children from Year 4 given the opportunity to visit York City Football ground for a tour and to learn about jobs within sport.</p> <p>Point 7 – We wanted to create a intra-school competition whilst also promoting active lifestyles to the children.</p>	<p>Point 5 - Security shed and storage trolley.</p> <p>Point 6 - Bus to York City Stadium - Active football skills and sports media training for children.</p> <p>Point 7 – Make May Move</p>	<p>£1425</p> <p>£140</p> <p>£0 (free)</p>	<p>demonstrate a range of strokes competently.</p> <p>Point 5 – A new shed will mean that PE resources can be stored efficiently and staff and play leaders will be able to access equipment quickly and effectively , meaning that children will be able to have more active breaktimes.</p> <p>Point 6 –Year 4 children really benefitted from the visit as not only did they get a tour of the stadium, they were able to play some small matches and also see and get a taster of some jobs within sport too. Miss Wilson (Year 4 teacher)commented: <i>“The children had a great time and were very impressed with the stadium. It was very well organised and the children really enjoyed the media training and presenting too”.</i></p>	<p>Point 5 – To use new play leaders to help maintain the tidiness of the resources in the shed and therefore extend the longevity of them.</p> <p>Point 6 – Continue to maintain links with York City to enable more children to benefit from these visits in the future.</p> <p>Point 7 – Continue to promote active choices, but in future avoid May as it is a busy month with class assessments.</p>
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<p>Point 8 – Shade needed to be provided for children sitting out during sports day.</p>	<p>Point 8 - New gazebos for school to ensure all children stay protected during sports day.</p>	<p>£400</p>	<p>Point 7 – Slides were created and shared with all children about the benefits of being active. Teachers were given more ideas on how to be more active during lessons. Mile a May intra school competition set up. Active challenge given over half term – Starva Art. Taster days in hockey and gymnastics given (see key indicator 3.) Teachers welcomed the new ideas for active brain breaks and children have really enjoyed the ‘wiggle and jiggle’ breaks.</p> <p>Point 8 – Gazebos will be used for children to sit under during sports day so they are protected from the sun and can therefore perform at their best during sports day.</p>	<p>Active brain break ideas regularly shared with staff to keep lessons active and refresh ideas.</p> <p>Point 8 – Use gazebos to provide shade at other sporting events during the summer months.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1,030 out of £17,910 6%
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:
Point 1 –A clear progression of skills and knowledge is needed to ensure PE throughout school is progressive.	Point 1 - PE Hub membership renewed to give teaching staff a clear and concise PE curriculum that engages and challenges all pupils.	£500	Point 1 – Our PE curriculum is clearly progressive and focuses on head, hands and heart elements through the teaching of PE. Staff have commented on how useful it is to have lots of creative ideas for their PE lessons that are progressive and have clear intentions throughout.	Point 1 – To continue to promote the use of PE Hub whilst also encouraging teachers to tailor lesson plans for their classes.
Point 2 – Opportunities presented from outside agencies where teachers could learn from skilled professionals.	Point 2 - Gymnastics coach for taster day. Hockey coach for taster day.	£530	Point 2 – Teachers commented that it was great to get more practical ideas and said they benefitted from a specialist coming in to deliver. It was noted during hockey taster day that we could purchase larger, plastic balls to help children rather than use the smaller balls we had been using.	Point 2 – To purchase larger hockey balls. To look for further specialists to come in and deliver sessions where teachers can take part and observe.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £988 out of £17,910 6%
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:
<p>Point 1 – Outside sports specialists contacted to provide more after school clubs for children.</p> <p>Point 2 – Desire to offer children a healthy after school cooking club.</p>	<p>Point 1 - Tennis coach for after school club. Hockey coach for after school club. Dance coach for after school club.</p> <p>Point 2 - Healthy Me - After School Club.</p>	<p>Tennis - £150 Hockey - £383 Dance - £405</p> <p>£50</p>	<p>Point 1 – 128 children accessed these clubs throughout the year. Children in dance club for KS2 went on to showcase their skills in a large performance held at York University.</p> <p>Point 2 – Children were educated about making good food choices and had the opportunity to create some healthy meals. They then understood how healthy food choices could benefit their own lives and those of family members.</p>	<p>Point 1 – Continue to keep links with these sports specialists to enable more children to benefit from a range of sporting opportunities.</p> <p>Point 2 – Share findings from group with rest of school and offer club again to more children.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £6252 out of £17,910 35%
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:
Point 1 – To take part in a range of sports against other schools within the area.	Point 1 - York School Sport Network (YSSN) membership allows our school to access and compete against other schools within the area.	(£300 + £112) = £412	Point 1 – Children have been able to play face-to-face fixtures against other schools. There has been success for the school football teams.	Point 1- Continue to be part of the YSSP with opportunities to compete against other school within York.
Point 2 – To provide a range of after school clubs and attend sports fixtures.	Point 2 - Sports coach paid to run after school clubs and attend sporting fixtures after school.	£3270	Point 2 – We have been able to offer a wide range of after school sports clubs this year as participation levels have increased throughout the year.	Point 2 – To continue to offer a wide range of after school sports clubs and attend competitive fixtures throughout next year.
Point 3 – Children progressed in competitive sports team and needed to be transported to events.	Point 3 - Hire of vehicles to transport children to competitive events.	£2570	Point 3 – Children were able to attend competitive fixtures and enjoyed the experience of competition.	Point 3 – Continue to enter leagues and competitions where children can compete against other schools. Have more fixtures at school to reduce transport costs.

Signed off by	
Head Teacher:	Helen Hayes-Smith
Date:	14/07/23
Subject Leader:	Jenni Hadfield
Date:	14/07/23
Governor:	Revd Gready
Date:	17.07.2023