



Sports Premium Strategy 2022- 2023 Review

At Heaton Park we engage in a wide range of sporting and outdoor activities. These enhance our children's learning experiences, improve their levels of fitness and enhance their well-being. We partake in cross school and in school competitions and all children have the opportunity to attend a variety of sports related clubs. We are also very pleased that some of our children have achieved representative standards at town and county level. We look for opportunities for our children who have additional learning needs to participate in competitions and we ensure that all children have access to all we offer. Swimming lessons take place in year 4 and we participate in local galas. All of our children love to participate in forest school.

In addition to the more traditional sports activities our children take part in a variety of outdoor adventurous activities and visits to residential activity centres. We have plans to extend this further to include such things as hill walking and to extend these opportunities to our KS1 children.

Our School grounds have been enhanced to support children's physical activity with a variety of trails, gym type equipment and sports areas that can be used throughout the day and during break times.

Forest Schools and outdoor learning is a very important part of the curriculum at Heaton Park. It gives children the chance to learn new skills and explore their environment in a very active and physical way.

Our Sports Premium Grant is used principally to fund the employment of our specialist sports, forest school and outdoor learning coach, however this is only part of what we commit to supporting this highly important aspect of life at Heaton Park.

*Schools must use funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means they should use the Primary PE and Sports fund to:*

- *Develop or add to PE and sport activity that your school already offers*
- *Build capacity and capability within the school to ensure that improvements made now benefit pupils joining the school in future years.*

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement.

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:
<p>Employed a schools sports coach – Level 3 in Education and Training.</p> <p>In schools sports coach has had Forest Schools training and teaches this to all year groups.</p> <p>Have a broad range of After school clubs.</p> <p>Have an active Breakfast Club.</p> <p>Range of lunchtime sports activities available e.g. Basketball, Football & Netball.</p> <p>Made good links with local schools to hold sports competitions regularly.</p> <p>Staff have had Orienteering training and orienteering planning has been bought.</p> <p>Class teachers have had training in gymnastics, new gymnastics planning has been shared to year groups 1-6.</p>	<p>Ensure orienteering is taught across all year groups and there is a progression of skills.</p> <p>Ensure new gymnastics planning is used across school.</p> <p>Whole school staff training in dance.</p> <p>Continue targeting least active children.</p> <p>To continue to increase further opportunities for outdoor and adventurous activities into EYFS and expand in KS1 and KS2.</p> <p>Continue to compete a wider range of sports competitions.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? Questionnaires to parents for Y6 1,2,3 – questions	50%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
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?	N/A

*Schools may wish to provide this information in April, just before the publication deadline.

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: £18000 (Total grant allocated to fund the employment costs of our in school sport coach)	Date Updated: October 2022		
Key indicator 1: 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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children from Y1-6 have 2 PE lessons each week, 1 with our school sports coach and 1 with their class teacher.	Ensure PE is being taught using long term plan to cover a range of sports.	Sports coach.	Monitored by PE coordinator and headteacher. All children active.	These targets were all achieved this year, will be monitored and continued next year.
Children in EYFS have PE lessons 1 or 2 times a week with sports coach or class teacher. These children have access to outdoor play daily.	Ensure PE is being taught using long term plan to cover a range of sports. Ensure outdoor area is able to be used daily, equipment is safe etc.	Sports coach.	Monitored by PE coordinator and headteacher. All children active.	
Have after school clubs 3 days a week each half term, covering a variety of sports across different year groups.	Sports coach and PE coordinator to run these clubs, with some help from other members of staff.	Sports coach.	Different age groups of children to have more experience in playing different sports.	
Have an active breakfast club and after school club.	Sports coach plays sports with children during breakfast club. After school club staff take children outside to play sports or play with equipment.	Sports coach.	Children of all ages who attend are having extra active time.	
Cross-curricular outdoor learning.	Our teachers are encouraged to take children outdoors to complete learning tasks e.g. geography, science.		Children are able to be more active than usual in these lessons.	

<p>Orienteering – our new orienteering planning requires each class to take part in a series of lessons some of which are outdoors and/or require active learning from the children.</p>	<p>Liase with Geography coordinator and share lessons with each year group to be used throughout the year.</p>		<p>Ensure orienteering planning is used effectively. These lessons are in addition to our PE lessons.</p>	<p>*PE and Geography lead met to plan the orienteering lessons and ensure skills progression throughout the school. Plans were shared with class teachers. Need to make sure teachers carry out the agreed lessons at the agreed time of year next year.</p>
<p>‘Least active children’ are targeted and encouraged to be involved in more sports.</p>	<p>These children are targeted and encouraged to join in during lunch time sports activities by sports coach. These children are also encouraged to attend after school clubs.</p>	<p>Sports coach.</p>	<p>Sports coach has been at this school for many years now and is aware of who these children are and has seen improvements in the fitness levels of these children. They are continued to be encouraged and targeted as well new, younger children.</p>	

<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p style="text-align: center;">%</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Compete in many competitions arranged between schools or organized by PWJSSA or the School Games Network.</p>	<p>PE lead and sports coach to arrange and organize to compete in as many competitions as possible. Also, to arrange practices before events where possible.</p>	<p>Some competitions are £30 plus transport costs.</p>	<p>Children will share good feedback from events, show a healthy appetite for competition and want to compete again.</p>	<p>All targets achieved, will be monitored and continue next year.</p>
<p>School to use a consistent approach to the teaching of gymnastics across Y1-6.</p>	<p>PE lead to share Gary Kirby’s gymnastics planning that was bought from CPD training last year with class teachers.</p>		<p>PE coordinator, sports coach and head teacher to monitor to ensure correct planning is being used.</p>	
<p>Children to share achievements.</p>	<p>Achievements from competitions to be shared in assemblies, on twitter/texts where possible. Spots noticeboard to display pictures of teams, clubs and competitions.</p>		<p>Sports coach and PE coordinator to make regular updates.</p>	

<p>Sports Day for EYFS/KS1/KS2.</p> <p>Have after school clubs 3 days a week each half term, covering a variety of sports across different year groups.</p>	<p>Children are also encouraged to share their achievements from sports clubs outside of school.</p> <p>Staff to organize sports days events in summer term and invite parents. Teachers to practice races with their classes beforehand.</p> <p>Sports coach and PE coordinator to run these clubs, with some help from other members of staff.</p>	<p>Sports coach.</p>	<p>Feedback from parents/children/teachers.</p> <p>Different age groups of children to have more experience in playing different sports.</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:
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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:
Staff are confident to teach gymnastics following last years training course and new planning.	Ensure teachers are following the new gymnastics planning.		Monitored by PE coordinator, head teacher and sports coach. We will see a progression of skills throughout school over the next few years.	All achieved, will be monitored and continue next year.
Staff are confident to teach orienteering following last years training using the maps of school and planning resources.	Ensure teachers are following the orienteering planning.		Monitored by PE coordinator, head teacher and sports coach. We will see a progression of skills throughout school over the next few years.	
Teachers to feel confident teaching all other areas of PE and using planning.	Sports coach and PE coordinator to give support to anyone who needs it e.g. planning, observing etc.	Sports coach.	Monitored by PE coordinator, head teacher and sports coach.	
Release time for PE coordinator.	To identify further needs for PE/sports improvement, put events in place etc.		Action updated and completed.	

				Percentage of total allocation:
				%
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to offer outdoor/adventurous trips such as Robinwood Y6, Rock and River Y5, Hollingworth Lake and swimming Y4, Healey Dell Y3, Beach Y2, Castle visit Y1, Smithills Farm EYFS.	Class teachers to organize for own year groups.	Some funding is used towards trips for parents who struggle to pay.	Positive feedback from pupils, parents and staff.	All achieved, will be monitored and continued next year.
Other trips in various year groups include walks around the local area, trips to Heaton Park.	Class teachers to organize for own year groups.		Positive feedback from pupils, parents and staff.	Y4, 5 and 6 went on Residentials this year.
Compete in many competitions arranged between schools or organized by PWJSSA or the School Games Network.	PE lead and sports coach to arrange and organize to compete in as many competitions as possible. Also, to arrange practices before events where possible.	Some competitions are £30 plus transport costs. Sports coach.	Children will share good feedback from events, show a healthy appetite for competition and want to compete again.	All year groups went on outdoor class trips for the end of year trip as well as many year groups having other trips throughout the year such as walks around Manchester, to Heaton Park, to the local post box etc.
Have after school clubs 3 days a week each half term, covering a variety of sports across different year groups.	Sports coach and PE coordinator to run these clubs, with some help from other members of staff.	Sports coach.	Different age groups of children to have more experience in playing different sports.	The whole school also did a sponsored walk to raise money for a charity.
Orienteering – our new orienteering planning requires each class to take part in a series of lessons some of which are outdoors and/or require active learning from the children.	Liase with Geography coordinator and share lessons with each year group to be used throughout the year.		Ensure orienteering planning is used effectively. These lessons are in addition to our PE lessons.	
Each year group participates in forest school over the year.	Ensure there are equal opportunities for all children to enjoy forest school.	Sports coach.	Positive feedback from children.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Compete in many competitions arranged between schools or organized by PWJSSA or the School Games Network.</p> <p>Have after school sports clubs covering a variety of sports across different year groups to practice sports we are competing in.</p> <p>Sports Day for EYFS/KS1/KS2.</p>	<p>PE lead and sports coach to arrange and organize to compete in as many competitions as possible. Also, to arrange practices before events where possible.</p> <p>Sports coach and PE coordinator to run these clubs, with some help from other members of staff.</p> <p>Staff to organize sports days events in summer term and invite parents. Teachers to practice races with their classes beforehand.</p>	<p>Some competitions are £30 plus transport costs. Sports coach.</p> <p>Sports coach.</p>	<p>Children will share good feedback from events, show a healthy appetite for competition and want to compete again.</p> <p>Different age groups of children to have more experience in playing different sports.</p> <p>Feedback from parents/children/teachers.</p>	<p>All achieved, will be monitored and continue next year.</p>