

Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£18190
Total amount allocated for 2022/23	£18400
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18400
Total Spend this for 2022/23	£14278
Amount Carried Forward to 2023/24	£4121

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	89%
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	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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

Academic Year: 2022/2023		Total fund allocated:	Date Updated: July 2023	
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				Percentage of total allocation:
				42%
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:
1.1 Data Collection Improvements Develop a robust data collection system using a range of sources to identify and make more informed decisions regarding increasing physical activity.	<ul style="list-style-type: none"> identify what data school currently collects look for trends of pupils who are not participating Use a planning day to analyse the data and findings Share findings with parents and pupils. 	£500	Completed the Sport England - Active Lives and Young People Survey	Still an area of focus for next year. Collect data that we can respond quickly to. Key Focus Area on raising our active level above (51%) 75%. Raise our Wellbeing - Happiness score beyond - 5.6.
1.2 Play Ground Leaders Train playground leaders in Y6 to run sessions with the new markings on the back yard.	<ul style="list-style-type: none"> Contact Helen Robson to identify dates Select pupils Run the course with selected pupils Pupils start running activity on the yards 	£500	Training session for this has now taken place. Due to a legacy time lag of the building works this training did not happen till June.	Leaders will start running sessions on the lines in September. Teachers will use the lines for lesson warmups to help pupils build a range of activities that they can then run independently.

1.3 Reward Scooters Purchase scooters to help run weekly activity reward sessions.	<ul style="list-style-type: none"> Establish a good quality product Purchase scooters from supplier Consider storage of scooters 	£3500	Scooters not purchased. Problems in identifying a cost-effective solution and where to store the 30 scooters.	Look to purchase for next year. Space has become available in the outdoor store.
1.4 Active Hexham Away Days Take a year group to a specific site or place to experience a range of different physical activities.	<ul style="list-style-type: none"> Identify one trip for Y5 and Y6 2 trips across the year. Celebrate these days on social media Take pupils' ideas of places to visit. 	£1500	Trialled one trip away as part of the end of year trips. This was successful.	Identify dates early in the new academic year. Book in venues and transport in advance.
1.5 Develop Active break times Pupils should be given the opportunity to blow off steam during their break times so they can return to lessons feeling energised and ready to learn.	<ul style="list-style-type: none"> Ensuring that there is always an organised sport or game every lunch time which is inclusive to all abilities. If it's raining outside or very cold weather designate an inside area to hold an indoor physical activity use the Playground leaders to develop and run this. 	£500	Equipment has been purchased for the yards. Equipment is used at dinner times.	More specific playground leader training will be provided by Full of Beans next year. This should raise the quality of provision and activity on the yard.
1.6 Build in the new orienteering courses in to activity sessions	<ul style="list-style-type: none"> Identify a time slot for training to take place. plan the use of the resource into new schemes of work. 	£200	Orienteering markers are now up on the school site. Teacher education CPD is completed. Orienteering sessions were run successfully in the curriculum.	Develop the use of the resource for next academic year. Explore how to use the site effectively alongside QEHS.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8%
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>2.1 Culture and School Ethos</p> <p>Embed a physically active culture and ethos schools.</p>	<ul style="list-style-type: none"> ● Establish the capacity and capability of staff to lead and promote activities ● Review the suitability of outdoor and indoor space to support physical activity ● Target the availability of financial and other resources ● Identify ideas on how to integrate physical activity into the wider school day ● Responding to the differing needs/preferences of children and young people ● Use the evidence of how physical activity enables learning and achievement across the curriculum, particularly among more disadvantaged children and young people ● Consider what is appropriate for age and stage of physical development ● Taking a whole school approach to increasing levels of physical activity 	<p>£500</p>	<p>School Sport Organising training took place in June - pupils read to take a more explicit role in September.</p> <p>Orienteering resource purchased that contains literacy and numeracy activities to support KS2 learning.</p> <p>Boot bank established in school for pupils to loan boots cheaply.</p> <p>Playground equipment used to support activity at KS2.</p> <p>Break time rotations have been altered so that year groups get the opportunity to have access to the Famous Five line markings.</p> <p>Participated in the Sport England - Active Lives Children and Young People Survey. Sample of three classes -Y5, Y6, Y7. This provided good baseline data to move forward.</p>	<p>The data reports that we are in line with the National data. 51% do an average of 60+ minutes a day of moderate to vigorous across a week.</p> <p>Develop our own Activity survey that we can send out termly to gather data.</p>
<p>2.2 Fitness Fridays</p> <p>Fitness Fridays to offer new physical activity experiences</p>	<ul style="list-style-type: none"> ● Use selected dates across the year to promote being active ● May be to come together and compete, may be to undertake a challenge etc ● Add this as a P point reward - could be purchased from the reward shop. ● Scooter purchase is to support 	<p>£0</p>	<p>Trialled sessions with specific year groups and classes.</p> <p>Response from pupils was positive.</p>	<p>Identify dates in the school calendar for events to take place.</p> <p>Book in outside agencies where necessary.</p>

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<p>2.3 Use physical activity as a reward</p> <p>If we want your kids to be more physically active or even learn a new physical fitness skill such as dancing, why not use physical activity as a reward?</p> <p>They can earn P points for physical accomplishments. Use P points to reward attending extra curricular clubs.</p> <p>These strategies are important to keep in mind throughout the development, planning and implementation of physical activity initiatives regardless of the target audience or setting.</p>	<ul style="list-style-type: none"> ● Develop knowledge of your target audience, eg, their needs, interests, barriers and facilitators. ● Conduct a needs assessment to address how personal, environmental, social and financial factors may affect the initiative. ● Develop the initiative in collaboration with your target audience. ● Develop and build on the strengths and assets of your target group, eg, current skills, talents and capacity. Planning ● Work in partnership with individuals, communities and organisations to plan initiatives. ● Take into consideration the local context and circumstances, eg, socio-economic, cultural, social, environmental factors, when planning the initiative. ● Include structural improvements, eg, consider how changing the physical environment, access to and provision of services, service delivery may affect participation. ● Create a detailed written plan 	£300	<p>Multi sports day has been on offer for pupils to purchase with their P points.</p> <p>These afternoons have proved popular.</p> <p>Continue to develop the use of these to promote physical activity. A school sport organising crew (SSOC) has been trained ready for next year. They will help target activity and collect student voice feedback to help us develop and improve our provision.</p>	<p>Meet with SSOC early in September.</p> <p>Identify one project per term for them to take ownership of.</p>

	<p>which: provides the theoretical link between initiative and outcome</p> <ul style="list-style-type: none"> identifies the specific behaviour being targeted and why Target specific groups and tailor initiatives to the target audience. Provide training and support for those involved in developing and delivering the initiative. 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
3.1 Development of school sport link with British Fencing	<ul style="list-style-type: none"> schedule staff training modules Start running a small scale club Gain confidence with the delivery Build up delivery of sessions in a targeted way 	£1000	<p>Activity on hold.</p> <p>Identify staff to start training - re-start the project in September.</p> <p>Two teachers have delivered activities to their classes. Activity well received by pupils.</p>	Preparations are already in place for staff to start training in September.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				46%
Intent	Implementation		Impact	

<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p> <p>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 know what to do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>4.1 Dan the Skipping Man</p> <p>Continue to use DTSM to promote the use of the skipping rope as a simple but fun way of being active</p>	<ul style="list-style-type: none"> • identify a date for DTSM to come into school • Target the new Y5 intake • Purchase one rope for each individual • Build skipping into active break times. 	<p>£1500</p>	<p>Training took place.</p> <p>New ropes have been purchased.</p> <p>Ropes are regularly used in the yard.</p>	<p>Think of more effective input for ropes to be used for impact.</p> <p>Skipping challenges.</p> <p>Build into warm ups at school - indoor sessions. Build into LTP PE.</p> <p>Reward days.</p>
<p>4.2 Yoga</p> <p>Run a Yoga session for pupils in KS2. Allow pupils from Y7&8 who have attended previously.</p>	<ul style="list-style-type: none"> • book a time slot with the coach • use social media to increase the numbers of pupils going forward • Review the group profile and look to promote with target groups. 	<p>£1000</p>	<p>New Yoga teacher.</p> <p>Yoga sessions have run all year.</p> <p>Small but dedicated group of pupils have attended.</p>	<p>Use this activity as a Fitness Friday session.</p> <p>Run a taster day in September so that more pupils can get an experience of what Yoga is to see if we can boost numbers.</p>
<p>4.3 Dance Club</p>	<ul style="list-style-type: none"> • Molly's Dance club to continue • Run some taster sessions within lesson time to increase numbers. 	<p>£2000</p>	<p>Club ran again but only attracted small numbers.</p> <p>Molly left on maternity leave. A replacement dance tutor was found.</p> <p>Numbers are still small despite good interest. The timing of the new club was not ideal as it clashed with KS2 trips which meant pupils did not get into the pattern of attendance.</p>	<p>Speak to the pupils who have attended dance clubs previously for advice on how to attract others.</p> <p>Run taster sessions with all Y5 classes to establish a link with the dance coach.</p>

<p>4.4 School Forest School</p> <p>Purchase tools and equipment needed to continue the club. Club used to promote physical activity. The club has ran successfully over a number of years.</p>	<ul style="list-style-type: none"> ● PGA and FHA/EKI to liaise on equipment needed. 	<p>£5000</p>	<p>Attendance for this club is always strong. There is a rotation ran to ensure that all pupils are able to attend this club.</p> <p>Forest School sessions have been established into the curriculum.</p>	<p>Evaluate the provision from this year.</p> <p>Decide what our targets are for next year.</p>
<p>4.6 TOP UP Swimming</p> <p>Focused extra provision to allow pupils to achieve the 3 swimming outcomes at the end of KS2.</p> <ul style="list-style-type: none"> ● Perform safe self-rescue in different water based situations ● Swim competently, confidently and proficiently over a distance of at least 25 metres ● Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. 	<ul style="list-style-type: none"> ● Key pupils will be identified from their swimming lessons. ● Liaison with the pool is essential to ensure continuity. ● Same member of staff will attend all swimming sessions. ● At risk pupils will attend Top Up swimming session from Easter till July 	<p>£1500</p>	<p>All Y5 classes have swam this year.</p> <p>Our data is above the National average. However, we do have a small group of non-swimmers.</p> <p>COVID lag is very apparent. WE have identified 36 pupils who are at risk of not completing the three outcomes for swimming after rotation five.</p> <p>These pupils have been attending weekly swimming sessions.</p>	<p>Identify a second swimming day for September.</p> <p>This will enable us to rotate our classes quicker and have our core group of swimmers identified by February half term.</p> <p>Thes pupils can then swim for a longer period of time and in smaller group sizes, this will give all pupils the best chase of achieving the three outcomes.</p>
<p>Full of Beans - Coaching</p>	<p>Soft Archery Club</p> <p>Dance Club</p> <p>Kick Boxing Club</p>	<p>£1000</p>	<p>External providers used to provide a wider variety of clubs.</p>	<p>Booked in sessions for next academic year already.</p> <p>We will run a rolling programme of events over the year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
5.1 Target School Games competitions for a wider range of pupils.	<ul style="list-style-type: none"> • Make better use of the school games website • JNI to become a key person for updating the website • Attend SG competitions • Provide the opportunity for all pupils to attend an event. 	£1500	<p>HMS has attended a range of activities this year.</p> <p>A wider range of teachers have taken groups to activities.</p> <p>We have a better presence online, but this is still an area for development.</p>	<p>JNI to take the lead role on School Games moving forward.</p> <p>HMS will aim to attend 70% of what is on offer at KS2.</p> <p>Utilise a range of KS2 staff to support the preparation and organisation to attend these events.</p>