

Hillside Junior School

Sports Premium Strategy 2022-23



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| Total amount allocated for 2021/22 | £ 18271 |
| Total amount allocated for 2022/23 | £18320 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £22633 |

Swimming Data

Please report on your Swimming Data below.

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| 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 2023. Please see note above | 60% |
| 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 | 70% |
| 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 over and above 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 pupils today and for the future.

| Academic Year: 2022/23 | | Total fund allocated: | Date Updated: July 2023 | |
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| <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> | | | | |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| <p>Increase opportunities for active play during break and lunchtimes</p> | <p>All year groups have timetabled slots on the gym equipment, football zone and table tennis table</p> <p>A range of equipment is available every lunch time on the playground</p> <p>Gross motor skill focus group takes place during lunchtime</p> <p>School staff support lunchtime activities e.g. football referee</p> | <p>Funding allocated:</p> <p>£ 8945</p> | <p>More children engaged in a range of activities during playtimes therefore improving health and well-being. Children are engaged and have created competitions between themselves.</p> <p>Specific pupils have focused support in a small group. Increased pupil confidence. Football is structured ensuring development of skills and rules are followed.</p> | <p>Reinforce the playtime games through PE lessons. Additional training for lunchtime supervisors. Feedback from pupils on how to develop the playground further. Communicate with parents about the importance of active play and encouraging them to support their children's participation in physical activity during break and lunchtimes.</p> |
| <p>Develop range of extra-curricular clubs</p> | <p>School staff led clubs after school</p> <p>External provider clubs during lunchtime and after school</p> | | <p>Netball and dance are offered after school. Both clubs are well attended. Pupils are able to participate in a range of activities. Certain activities added and others removed based on pupil numbers attending. Specialist girls football training, athletics and cricket training took place. The school was successful in</p> | <p>Increase number of PPG pupils accessing clubs. Monitor the popularity of different sporting clubs and adapt when necessary.</p> |

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| Increase opportunities to develop physical well-being during the school day. | Classes use "Daily Mile" track | | externally run events. Pupils have had the opportunity to use the field throughout the year regardless of the weather. Increased health and well-being which supports concentration in class. | Continue to ensure that the school timetable facilitates the use of the track. |
| Monitor and purchase equipment to enhance engagement | Resource audit undertaken to ensure that all areas of the PE curriculum and playground provision are well resourced. | £2149 | Improved range of resources has enhanced the delivery of lessons. | Continue to audit and evaluate the effectiveness of different resources. |

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

| Intent | Implementation | Impact | Sustainability and suggested next steps: |
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| Develop physical well-being by encouraging more children to walk to school and develop a greater knowledge of road safety | Walk Zone boards outside of the school encourage parents to park further away from the school and walk Walk to School weekly competition. Pedestrian training Information in newsletter | Funding allocated: | Greater awareness for whole school community of importance of road safety and the benefits of walking to school. |
| Develop cycle proficiency | LBH Road Safety run cycling proficiency course Cycle sheds on site for bikes and scooters | | Increased cycling proficiency and confidence for Year 6 pupils which will encourage them to ride more. Increased number of children riding to school. |

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| Participation in community sporting events – increase access to competitive sport | Involvement in borough sporting events including links with St Johns and PSD organised events | | Access to competitive sport for younger children which is often limited with borough wide events. This included “non-competitive” tournaments for the less confident children. | Develop further links with St. John’s school with possible wider access to their sporting facilities and expertise. Continue to participate in PSD competitive and non-competitive tournaments. |
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
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| Use of a well sequenced PE scheme of work | Adoption of Get Set for PE scheme of work to support the planning of sequenced lessons | Funding allocated: | Monitoring reflects the delivery of lessons that build on previous skills. | Regularly review the implementation and impact of the scheme. |
| Develop staff knowledge and pedagogy in the delivery of gymnastics | Specialist gymnastics teacher to work alongside class teachers to help develop key skills in order to deliver the curriculum more effectively | £720 | Observing the specialist teacher enabled the class teachers to develop their knowledge and pedagogy. Teachers actively participated and helped to support individuals and groups. | Staff to use the developed skills and pedagogy to deliver lessons independently. |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
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| <p>Introduce the children to a variety of other sports and have access to inspirational individuals</p> <p>Organise day trips/ residential trips that offer a broader experience of sports and activities</p> | <p>Sports Enrichment Week to be held in the summer term in which the pupils will have the opportunity to participate in a range of unfamiliar sports</p> <p>Year 6 to visit Grittleton House activity centre which will offer a range of activities such as climbing</p> <p>Children from Years 3 – 6 to visit Ninja Warrior to reinforce team building skills and the school’s core values of, for example, resilience</p> <p>Whole school trip to Go Ape to deliver OAA skills and develop school core values of resilience, responsibility and relationships</p> | <p>Funding allocated: £10718</p> | <p>The children had the opportunity to experience a whole range of sports which included skateboarding, archery and boxing. Feedback was very positive.</p> <p>The various activity trips enabled children, who perhaps lacked confidence, to have the opportunity to develop their resilience and resourcefulness.</p> <p>The children who attended the trip enjoyed the experience. Staff commented on the support pupils gave to each other.</p> <p>Planned for September 2023</p> | <p>Sports Enrichment Week planned for the next academic year.</p> <p>Similar trips planned for 2023-24</p> |

| Key indicator 5: Increased participation in competitive sport | | | | |
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| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| Membership of Ruislip & Northwood School Sports Association | Increased school representation in events with other schools | Funding allocated: £100 | Pupils have had access to competitive sports which aligns perfectly with the development of the school's core values of the 6Rs. | Use assemblies to promote achievements in sport both internationally, nationally and individuals within the school. Inspirational individuals will be the focus of assemblies. |
| Pupils have access to equipment to support participation in competitive school sport | Participation in a range of borough wide school events. Annual Sports Day to be held at St.John's School. | | The school had success in various events especially the district athletics event. The school was placed 3 rd . Hillside Junior and St Johns worked together to host a very successful sports day that involved a range of athletic/other sports type events. | |
| Specialist coaching for school sporting teams | PSD coaches and school-based coaches to run weekly coaching sessions. | | The school participated in a greater range of tournaments than the previous year giving more children the opportunity to participate in competitive sport. | |

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| Signed off by | |
| Head Teacher: |  |
| Date: | 28.7.23 |

