

Autumn Evaluation

Spring Evaluation

Summer Evaluation

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£7300
Total amount allocated for 2020/21	£17,380
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9,000
Total amount allocated for 2021/22	£17,490
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26,490

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	46% (another 39% close)
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	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	46%
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: 2021/22		Total fund allocated: £17, 490		Date Updated: Jan 2022	
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:
					£1150 = 5%
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:
<ul style="list-style-type: none"> To provide additional activities for targeted groups of children, helping less active children be more active, improving the physical literacy of under-performing pupils and overcoming barriers to regular physical activity. 	<ul style="list-style-type: none"> Provide physical intervention activities for targeted pupils on a morning playtime. Provide dodgeball clubs for targeted KS2 pupils as a lunchtime activity. Ensure all children bring in wellies / keep wellies at school, to ensure they can access all areas of the school grounds at lunchtimes. Analyse the participation rates in after school clubs, tournaments and festivals, to see the children who are NOT attending, then speak to these regarding what they do enjoy. Then from this, devise after school clubs which are linked to this. Intervention groups to be as active as possible. 	£200 (total £550)	<ul style="list-style-type: none"> Currently, there are 30% children in the school accessing before and after school clubs linked to PE and Sports. Sports council are now in place and gaining confidence in their new role – meaning they are going to speak to children next term to find out what clubs should run. A total of 85% of children in KS2, have taken part in regular after-school clubs for the full academic year. Dodgeball clubs did not need to be run consistently, due to the developments within the OPAL team at playtimes and lunchtimes. 		<ul style="list-style-type: none"> The TA apprentice mentioned in the previous column, is going to focus on increasing the after-school provision for KS1 pupils from September. As participation across the year was only 40%.

<ul style="list-style-type: none"> Children to be active in all weathers, to ensure 30 active minutes per day, using the various areas in the school grounds, mapped out through our work with OPAL. 	<ul style="list-style-type: none"> All children to have OPAL afternoons, where they are involved in designing the outdoors, to encourage children to be active. Staff to receive training to improve their understanding of Play outdoors. Lunchtime supervisors to attend training for OPAL. 	<p>£600</p>	<ul style="list-style-type: none"> 100% of children have wellies in school, they can access all areas and be physical at lunchtimes and play times. The introduction of OPAL, has led to an increase in attendance, has improved behaviour and attitudes, and has led children to have a more active lunchtime. (As per sports questionnaire, completed July 2022) 	<ul style="list-style-type: none"> In terms of OPAL, this will be sustained next year and moving forward, as this has been a whole school initiative and has resulted in the school grounds changing from yards and fields, to specific zones. This has been fully embraced by all staff and all children. In addition, parents have also been invited into schools to see different zones and to participate in a variety of activities with their child.
<ul style="list-style-type: none"> 100% children to complete Talk for Writing – active Literacy, 3 times a week. 	<ul style="list-style-type: none"> Children to take part in lessons and to be active Staff – whenever possible – to plan lessons which can be done outside / in an active way. 		<ul style="list-style-type: none"> Keeping lessons as active as possible has always been a priority. Teaching and learning walks throughout the academic year, show lessons have been active - taking place outside, in the woodland or in the hall and gym. 	<ul style="list-style-type: none"> This is part of every day practice and therefore will continue.
<ul style="list-style-type: none"> To promote regular physical activity outside of school by maintaining and developing partnerships with local sports clubs and organisations linked to physical activity. 	<ul style="list-style-type: none"> Links with SGordon kettlebells, LGreen Thai Boxing and MMA, T.Williamson – Boxing, Red Hall Dance Company. Inspirational assemblies from people in Darlington? 	<p>£1000 (LGreen £60 per hour)</p> <p>£0</p>	<ul style="list-style-type: none"> A TA apprentice, who has a keen interest in sport, has focused on completing intervention groups based around PE and sport, and keeping the children active and engaged throughout KS2 throughout the academic year. 	<ul style="list-style-type: none"> We will continue to work on this next academic year, and look at providing children with funding to allow them to attend external clubs.

<ul style="list-style-type: none"> • 100% children to be physically active for 30 mins or more, per day. 	<ul style="list-style-type: none"> • This is to be recorded on active minutes trackers, at the end of each week – sports council to lead on this. 		<ul style="list-style-type: none"> • We are continuing to develop our links with external clubs. However, this is proving difficult, due to barriers such as termly fees and transport to external clubs. • We have however, had inspirational assemblies from a British gymnast and a national boxing champion. • Children are ALWAYS on the yard, in all weathers. No indoor activities have taken place on a lunchtime, apart from one 'Friendship' Group. This means 100% children are outside for a minimum of 4 times a week. • The introduction of welly sheds, has meant children can leave their wellies at school all the time, meaning they can play in all areas at lunchtime. • Trackers are only just in place • Lunchtime staff have been focusing on ensuring all children are active. Learning walks from the outdoor learning team, which take place on a weekly basis, show all children are active for a minimum of 30 minutes per day. 	<ul style="list-style-type: none"> • This is built into our daily routine, therefore it will be sustained moving forward. Parents and carers are on board as they come in to play with their children too. In addition, we have the support of Governors and SLT, meaning this will always be a school focus and a high priority.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £15,410 = 59%
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:
<ul style="list-style-type: none"> Teachers continue to use active learning as an effective strategy to improve concentration, make learning more exciting and decrease sedentary behaviour. 	<ul style="list-style-type: none"> Continue to explore and improve opportunities for active learning within lessons. Whole school CPD on active learning and creating opportunities to make learning active. 	£100 £150	<ul style="list-style-type: none"> As previously stated active learning is being used as an effective strategy to improve concentration. Areas both inside and outside of the school are used effectively, to ensure children are engaged in their learning and want to take part. We did complete training on our iWall for all staff in July 2022, this will need to be followed up in September, to ensure it is being used. 	<ul style="list-style-type: none"> Part of everyday teaching. CPD will take place next academic year.
<ul style="list-style-type: none"> Children to want to participate in Sports Festivals. Children to have the confidence to participate in sporting festivals. 	<ul style="list-style-type: none"> PE and sporting events to celebrate effort and demonstration of the School Games Values. 'Fun' days to celebrate improvements in performance and to acknowledge personal achievements. 	£1000 £1250	<ul style="list-style-type: none"> Children do want to participate in sporting festivals and 100% of children said they feel confident in participating in sporting festivals. This academic year, we have had to hold an increase in the festivals which we have taken part in, due to the number of children who are wanting to participate. This has never been done before, and shows 	<ul style="list-style-type: none"> Children across the school from Year 1 – 6 to be tracked to see the events they are participating. Sports council will have a bigger role in monitoring this and arranging competitions for children who are less likely to want to compete. Sports council will engage the children in other roles

<ul style="list-style-type: none"> Children to feel focused and able to learn – consequently maximising their opportunities for success. For the profile of PE to be continually raised, through newsletters and social media. To maintain our Platinum School Games Award, through working towards. 	<p>All children in Years 1 – 6 to have access to Yoga sessions, throughout Spring and Summer term, on a weekly basis, in addition to their normal 2 hours of PE.</p> <ul style="list-style-type: none"> Fortnightly communication to parents, carers and the community, to discuss sporting achievements. Collect evidence throughout the year and use the platinum assessment criteria, to guide the next steps. 	<p>£1500 for 16 weeks, 3 hours per week</p> <p>£2160 – as this continued until July 2022</p> <p>£0</p> <p>£0</p>	<p>the growing interest, self-confidence and self-belief went out participating in sporting events.</p> <ul style="list-style-type: none"> Yoga sessions have taken place since January. Initially these were only to take place for half term, however 100% of staff could see the impact of the sessions on the children’s focus when back in class. As a result I made the decision, to continue the sessions until the end of the summer term. 95% of children said they enjoyed the sessions and found them useful. They said, “I like focusing on my breathing and learning how to relax” Communication with parents via our school Facebook and end of half term newsletters has been strength. We have won several awards linked to the school games values, throughout the academic year. It was clear to see, through the analysis of the sport questionnaires in July 2022, 	<p>with PE and Sport, to create a love for the subject.</p> <ul style="list-style-type: none"> I will try to negotiate a cheaper rate to continue this in September – at present I’ve not been successful. Continue with this as normal. Share the award on the school website pages and work towards creating a stronger Platinum profile for next academic year.
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<ul style="list-style-type: none"> • For children to have a Red Hall Sports Kit, when competing in sport events. • For children to have a Red Hall Hoodie to keep them warm on PE days. 	<ul style="list-style-type: none"> • Sports kits to be bought for all children and kept in school. • Parents to have the opportunity to purchase a Red Hall Hoodie for a reduced cost of £5. 	<p>£200</p> <p>£0</p> <p>£500</p> <p>£1500</p>	<p>the impact of these awards was creating a buzz around the competitive element of PE, consequently making more children want to participate.</p> <ul style="list-style-type: none"> • At the end of July, we received our platinum award, again! This is something we are exceptionally proud of. Writing the case study for this award, sharing our successes with children and staff, what a huge achievement. • The correct sports kit was modelled by staff, every Wednesday, and therefore was expected of children every Wednesday. This is something we have done for a number of years now, and therefore this is embedded. • Kit was given to children where parents struggled financially to provide this. • Hoodies were offered to the children, at a discounted rate of £5 per child. This cost the school £1500 to do, as each Hoodie was subsidised by £8. However, 	<ul style="list-style-type: none"> • Same process as this year, all staff to model. Challenge parents where children are not in correct PE kit. Support parents where this is an issue. • The uptake of this was so much bigger than expected. • We will offer this again in 2 years time to all parents.
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<ul style="list-style-type: none"> To improve consistency in PE assessment. To improve the focus of sessions, which will meet the aims and needs of the children. To improve PE provision, as a reward for good behaviour and attendance 	<ul style="list-style-type: none"> To buy the Get Set 4 PE assessment package. Spend time with the PE team inputting current pupils and upskilling themselves on how best to use the resource. Complete CPD with staff to ensure they too can use this resource to its maximum capacity. Purchase iWall, links with PE lessons, as well as Science, Phonics and Maths 	<p>£2000 For two years.</p> <p>£10,000</p>	<p>the uptake was brilliant and children love their hoodies.</p> <ul style="list-style-type: none"> We have invested in the get set for PE package. This is ready to be used from September 2022, therefore currently the impact of this is unknown. IWall was purchased and has been used since September. This is being used as part of Phonics lessons and as “reward time” for children. 	<ul style="list-style-type: none"> We have bought this for 2 years, therefore we recognise that this will be a journey that will continue to strengthen the time goes on. Impact of this next academic year will be much greater, once training has taken place.
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: £300 = 1.5%</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>

<ul style="list-style-type: none"> Children to be offered high quality PE lessons, to maximise progress. Children to be offered high quality dance and gymnastics lessons, 	<ul style="list-style-type: none"> Staff to be given time to complete online CPD opportunities, then follow up sessions will take place, to discuss how they will embed this training Online training to take place, to broaden lesson ideas for pupils PE team attend all PE meetings, ran by Darlington SSP Staff will observe and team teach high quality dance sessions from KBrowning – TA Apprentice. Staff will observe and team teach with AWilson. Staff will observe and team teach with GMoore – Regional Gymnastics Coach. Staff will take ownership of the planning and delivery of these sessions, once confidence improves. 	<p>£300</p>	<ul style="list-style-type: none"> KBrowning has taken the dance festival children, however this was a group of children from KS2, therefore no other staff observed this teaching. GMoore has been teaching gymnastics for the Spring term. These sessions are of high quality and 100% of staff and children said they, “always” liked gymnastics lessons with GMoore. Throughout the entire academic year, PE sessions have been delivered by specialist PE coaches. One of the coaches is a HLTA, a TA who specialises in football, cricket and golf. The other is a TA apprentice, who is a trained gymnastic and dance coach and who also coaches multisports and football outside of school. All teachers and teaching assistants have observed lessons throughout the year. Taking part in sessions with the children, and helping to lead key part of each session. <ul style="list-style-type: none"> Children received a gymnastics lesson and an inspirational assembly from Olympic gymnast as part of our sports week 2022. This showed the children the opportunity she has been given through taking this sport further, as well as the sacrifices she has had to make. 	<ul style="list-style-type: none"> From September 2022, staff will be expected to call deliver and team teach sessions with the PE coach. This will upscale them further, and help to give them ownership of the lessons that children are receiving. In addition, training on Get Set4PE, will take place on a termly basis. This too will upskill staff, to be able to get more from children.
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<ul style="list-style-type: none"> Increased enthusiasm for the children, consequently resulting in higher engagement with clubs outside of school. Develop a consistent overarching approach to the planning and delivery of PE and Sport at Red Hall. 	<ul style="list-style-type: none"> Speak to local clubs and give flyers / information to the children. PE team to meet twice per half term, to ensure the consistency in assessment and high quality Look at Platinum criteria together to monitor progress. 		<ul style="list-style-type: none"> As previously mentioned, clubs outside of school has been an issue, with the main barriers being finance and transport. I have been liaising with M.Dobinson, part of Tees Valley sport, to see if there is any funding to support with this next academic year. So far, links with a local kettlebell gym, are continuing to strengthen, as the manager of this gym is delivering sessions for the children from September, for the full academic year. Meetings with the PE team have taken place, however these have not been as often as hoped. This is due to the PE provision in school and our time been spent elsewhere, e.g., completing after-school clubs, or training. 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £8,400 = 32%
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:

<ul style="list-style-type: none"> Children develop a love of alternative sports, as well as key sports in the curriculum. Children will want to participate in after school clubs ran by external coaches. For 100% of Year 6 children to be competent swimmers and reach National Curriculum expectations, by the end of Year 6. To have a higher percentage (higher than 10% 20-21) of children in Year 5, who are confident swimmers by the end of Year 5, meaning they can then perfect a range of strokes. For all children in UKS2 to be confident in the water – ‘self-rescue’ Children are inspired to be the best that they can be by watching high-level sport. 	<ul style="list-style-type: none"> Range of external sports coaches in to offer sessions PE and sport questionnaires to look at enjoyment of lessons and whether these should continue. Arrange swimming lessons for KS1 children. Offer taster sessions for clubs to come in and work with children during PE – currently not available due to Covid. Provide additional swimming lessons for ‘non-swimmers’ in Years 5 and 6, initially. Provide additional swimming sessions for children in LKS2. School to ensure that every child meets the National Curriculum standards for swimming. Offer KS2 pupils the opportunity to watch live sport. 	<p>£500</p> <p>£0</p> <p>£1500</p> <p>£0</p>	<ul style="list-style-type: none"> As part of our sport week in June 2022, we completed a range of inclusive events (boccia , curling). Swimming - there is an increase in the percentage of children who achieve the national expectation for swimming, at the end of this academic year. This is still not as high as we hoped, however it is climbing in the right direction. Through liaising with T.Raynor, from Tees Valley sport, we were able to receive some additional swimming slots of the space of two weeks. This allowed children in years 3 and 4 to have the opportunity to experience swimming. Feb 2022, 36 children attended the Netball Opening 	<ul style="list-style-type: none"> From September the groups of children attending swimming sessions in year 6 will be smaller meaning all children will get longer in the pool. In addition, we are receiving an hour of swimming time from a local secondary school, every week for the full academic year. Consequently, this means all children in year 5 will swim for the full academic year, meaning when they leave Year 6 100% of them should be able to swim.
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<ul style="list-style-type: none"> Children to recognise the skills, dedication and determination needed to be a successful sportsman / sportswoman. To attend all events ran by Darlington SSP To attend Tees Valley / Regional events when possible 	<ul style="list-style-type: none"> Remove barriers to the children attending high quality and high level sport – school to fund opportunities. Give children a variety of opportunities to broaden their understanding of different sports. Speak to the Sports Council to ensure they are encouraged to share sports they would like to watch. PE team to complete a stock check PE to audit what the school currently has Follow up on safety guidance 	<p>Netball £3000 (£3200)</p> <p>Football £3000 (£0)</p> <p>MMA £500 (£0)</p> <p>Boxing £500 (£0)</p> <p>Airtrail / Climbing £3000 (£3000)</p> <p>£1000 transport</p>	<p>Weekend at Utilita Arena Birmingham, fully paid for and funded by the school. This was opened up to all children in KS2 – 110 children.</p> <ul style="list-style-type: none"> In June 2022, 118 children took part in the high ropes challenge in Teesside. This was a free trip paid for by the sport premium, to give all children in KS2 the opportunity to participate in something they would not normally get a chance to do. 100% of children and staff thoroughly enjoyed the event (Analysis of sports questionnaires, July 2022). Children in KS1 took part in a sport afternoon in school, as this high ropes challenge was aimed at the older children. Children after the event had mentioned how their confidence and determination were tested, but how they showed resilience to succeed. As always, our attendance at events run by Darlington SSP, has been strength. We have attended all events and to some events, we were given 	
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<ul style="list-style-type: none"> Order any new PE equipment to maximise opportunities for success, by ensuring there is enough equipment for all children to participate in a lesson 		<p>(£1600)</p> <p>£2500</p> <p>(£600)</p>	<p>the opportunity to take full classes or be teams.</p> <ul style="list-style-type: none"> The only PE equipment purchased this academic year was footballs, Netballs, reaction balls and some other miscellaneous equipment to improve PE lessons. 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £1200 = 5.5%
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:
<ul style="list-style-type: none"> Ensure there are no financial barriers to participation in the Red Hall Competitive Sport Programme, meaning all children in KS2 (and hopefully KS1) can access sporting events throughout the year. All children from Year 2 – 6 to participate in a sporting festival during the academic year. House competitions to improve a competitive element, in school. 	<ul style="list-style-type: none"> To ensure that all costs for resources, equipment, kit, medals, trophies, transport, etc can be met for the Red Hall Competitive Sport Programme Festivals to be planned throughout the year, ensuring all children are picked for something. Events to be specific to the children, meaning children should increase in confidence when competing competitively. Inter school competitions for all children, based on the children who have not taken part in 	<ul style="list-style-type: none"> £1200 (part of Darlington SSP, SLA) Part of Darlington SLA Free 	<ul style="list-style-type: none"> Parents have never been charged for their child to take part in PE and sport in festivals which have been held at Red Hall or in the local area. This has removed the barrier of money and allowed all children an equal opportunity to participate. 100% of children from Y2-6 completed sporting festival this academic year. This has been something we have prided ourselves on, for the last four years (excluding national lockdowns). House competitions/sport week/taking part in national initiatives, e.g. get girls playing (girls football), have 	<ul style="list-style-type: none"> Continue to fundraise and allocate PE and Sports Premium spends to pay for the cost of transport. We will continue to track this throughout next academic year, to ensure the children who participated in some event this academic year, participate in different events next academic year. Consequently broadening the sporting opportunities they have been given. A teacher with a TLR has been put in charge of house points and house competitions next year. This is part of her job

	<p>anything, to be organised.</p> <ul style="list-style-type: none"> A range of sports to be planned and delivered, curling, boccia, dodgeball etc. 		<p>allowed the children to compete in a safe environment. 90% of children said this made them want to compete in a town event in the future.</p> <ul style="list-style-type: none"> SEN events Have been well attended. This is proving costly as some have been held in Sunderland (one hour away), however this has allowed our son children the opportunity to take part in PE festivals and events which are bespoke to their needs. 	<p>role and therefore will become part of her focus. This means this will continue as the academic years progress.</p>
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Signed off by	
Head Teacher:	Julie Davidson
Date:	10.12.21
Subject Leader:	Laura Snowdon
Date:	10.12.21
Governor:	
Date:	

Proposed Spends £24,440 (£2090 left over)
Actual spends £26,460 (£30 left over)