

Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,530
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£17,530
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,530

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. (RED – DATA FROM 2021-2022) 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	75%
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%

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: £17, 530		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: £2300 = 15%
Intent	Implementation		Impact		Sustainability and suggested next steps:
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?:	
<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"> Children to be encouraged to bike and walk to school – bike shelter to be purchased to ensure these are stored correctly. Balance bikes to be purchased for EYFS / KS1, to ensure children have a greater understanding of biking, before they reach their cycle proficiency lessons in UKS2. Sports council to work with children in school, to see what they would like to help them become more active. Embed active learning training from TRaynor, to improve lesson focus and consequently progress and attainment. 		£1000	<ul style="list-style-type: none"> Bike storage in place from Summer 2. This was later than planned, however it is a well-used space. Around 10% of children now regularly bike or scooter to school. In addition to the 75% who walk to school. Balance bikes were used in Summer 2, 100% children enjoyed these sessions. Cycling proficiency took place for the Year 3,4 and 5 pupils throughout the academic year. TRaynor completed two staff meeting sessions with all staff, which were ran as a Twilight. She showed ways of engaging the children in their learning, by providing refocusing opportunities. 	<ul style="list-style-type: none"> Bike storage is something which is built, meaning it will be used for a number of years, without needing to be replaced year on year. More parents have said they will be willing to allow their children to cycle to school, now knowing they can store their bikes in a safe place. Balance bikes will be written into the EYFS curriculum from September, meaning this is part of Red Hall’s curriculum offer. As active learning was seen last year, and it was clearly embedded, it will simply be a case of monitoring this to ensure

<ul style="list-style-type: none"> • (development from last year, as this is something which will continue to grow) 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, on a termly basis, to encourage children to be active. • Staff to receive training to improve their understanding of Play outdoors. • Lunchtime supervisors to attend training for OPAL. Book to be kept showcasing activities which have been planned. • Continue to develop OPAL and opportunities to be active in school – e.g. wheels – scooters, bikes etc. 	<p>£300</p>	<p>SLT then monitored this through learning walks, for the Spring and Summer term. 80% staff were seen to be using brain breaks / active learning during sessions. Children also commented that they were doing more “fun breaks”, at points throughout the day.</p> <ul style="list-style-type: none"> • Welly donations were asked for on newsletters and by staff, meaning all children had access to wellies, so they did not have to miss out on outdoor play during lunchtimes. 	<p>it continues to be evident in ALL classes.</p> <ul style="list-style-type: none"> • Wellies will remain in school, meaning we will always have more than needed. This means all children as they move through school and as we continue to receive donations, will always have the opportunity to play outside.
<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. • 100% children to be physically active for 30 mins or more, per day. • To create more after school club opportunities, for KS1 children (only 40% children took part in a physically active, after school club, at KS1, last year.) 	<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? • This is to be recorded on active minutes trackers, at the end of each week – sports council to lead on this. • Sports council to run clubs for KS1 children • Sports council to speak to KS1 children about what they want to achieve 	<p>£1000 (LGreen £60 per hour)</p>	<p>OPAL team were awarded a PLATINUM award for the work which was completed around this. We are one of the only schools to have achieved this award in the country. Usually this takes 3 years to achieve, we achieved it in 2!</p> <ul style="list-style-type: none"> • Ste Gordon worked with key groups of children (girls, GT, Confidence, SEN) throughout the year to develop bespoke skills with them. The targets for each group were discussed prior to the sessions beginning and identified clear expectations by the end of the half term. Attendance at the after school club with Ste, was particularly strong 	<ul style="list-style-type: none"> • OPAL team will be monitored by the lead, who will ensure standards remain high. Everything is high quality at the moment, therefore it is simply a case of continuing what we are doing. • Work with Ste Gordon will continue next year – Funded by Tees Valley.

	<ul style="list-style-type: none"> Use GetSet4PE to track participation of KS1 pupils in after school clubs. 		<p>during the Winter months, when children WANTED to be active, but they could not play outside after school, due to the dark nights.</p> <ul style="list-style-type: none"> 100% of children are active for 30 mins a day for a MINIMUM of 80% of the week. Evidence gathered from children (anecdotal) and active minutes trackers. KS1 after school clubs – increase of 1 club, although this was not as many as hoped, staffing was significantly reduced last year, therefore we did not have the capacity to lead more than this. A dance club and football club were available to children in KS1. 	
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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: £1500 = 9%
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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"> As part of the Creating Active Schools Pilot, staff to use training provided throughout the academic year, to drive forward PE improvements in other areas of the curriculum. Children to want to participate in Sports Festivals. Children to have the confidence to participate in sporting festivals. (ongoing) For the profile of PE to be continually raised, through newsletters and social media. (ongoing) To maintain our Platinum School Games Award, through working towards. For children to have a Red Hall Hoodie to keep them warm on PE days. 	<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. 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. 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. Parents to have the opportunity to purchase a Red Hall Hoodie for a reduced cost of £5. 99%+ attendance rewards to have an element of PE in them, if voted for in classes. 	<p>£100</p> <p>£6000</p> <p>£0</p> <p>£0</p> <p>£400</p>	<ul style="list-style-type: none"> CAS was led by RTodd. We held a launch event where 36 parents attended. Feedback showed 100% of parents enjoyed the launch and taking part in the after school Zumba session. Active learning – see other section. Interschool competitions were held throughout the year and children wanted to compete in these. SEN children took part in bespoke festivals and 100% children who attended these asked for more next year. Bouncy castle fun day was organised to support children who had improved attendance and who had been part of the sports council. This rewarded those children who had helped to drive forward improvements in the subject and PE provision Facebook and newsletters continued throughout the year, celebrating successes. We were celebrated on DBC Facebook page showing how much we had taken part in. Platinum award was maintained – this was shared on our social media. 	<ul style="list-style-type: none"> Sports council will need support moving into 23-24, as there was not the opportunity to work with the children in current Year 4 and 5, to prepare them for supporting with PE. This will be done in September 2023. Support will be put in place, making a new sustainable sports council, who create as much impact (if not more) than previous years. Sports Week always has a SEND focus, therefore this will be ongoing. We also have links with SEN festival providers who continue to invite the school to events. As these links are already made, we will continue this relationship to ensure this is sustainable. Fun day was a success and money raised from the Sports Day paid for the bouncy castles. The same approach will be used next academic year.
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<ul style="list-style-type: none"> To improve PE provision, as a reward for good behaviour and attendance 	<ul style="list-style-type: none"> Children to be given additional opportunities, e.g. AirTrail / swimming sessions, when attendance and behaviour has been in line with our behaviour belief and expectations. 	£6000		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

£ 3000 = 18%

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 to be offered high quality PE lessons, in all areas of the curriculum, to maximise progress – drawing on the support of key members of staff in school, who have specialisms in key areas. 	<ul style="list-style-type: none"> Staff to use and adapt lesson plans from GetSet4PE, to ensure high quality lessons are delivered. Training from PE conference in January to be disseminated to staff through a staff meeting in Spring 2. Staff to use lesson plans from GMoore and AWilson, from previous year, and adapt these before using them with their current class / cohort. 	£0	<ul style="list-style-type: none"> GetSet4PE plans were used by most teachers. This needs to be a focus next year, as it could be used much better, ensuring aims are clear and planning is progressive, ensuring children are working towards end of year / unit expectations. GMoore provided support to all staff for PE from Year 1-6, for the autumn term. Assessments have been completed and these show clear progression from the children’s starting points. RGamble provided all staff with Dance CPD during sports week and taught dance to KS1 throughout the year. 	<ul style="list-style-type: none"> From September 2022, staff will be expected to all 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. <p>End of year targets:</p> <ul style="list-style-type: none"> More training on GetSet4PE, to ensure this is consistent, high quality and progressive. Monitoring of PE sessions to take place, again to
<ul style="list-style-type: none"> Children to have an in depth knowledge of the Key Steps Gymnastics Routine and the Red Hall expectations, for the dance and gymnastics units on our curriculum 	<ul style="list-style-type: none"> Staff will observe and team teach high quality dance sessions from RGamble – TA and dance coach. Staff will observe and team teach with GMoore – Regional 	£1000 for cover for the RGamble and GMoore		

<p>overview.</p> <ul style="list-style-type: none"> • (not achieved last academic year, so still a target this year) 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. • Use learning and opportunities from Creating Active Skills to enhance active learning provision and teacher confidence. 	<p>Gymnastics Coach.</p> <ul style="list-style-type: none"> • Staff will take ownership of the planning and delivery of these sessions, once confidence improves. • Staff will assess the children's understanding before and after this unit. • Speak to local clubs and give flyers / information to the children. • Look at Platinum criteria together to monitor progress. • Monitor the planning and delivery of the PE curriculum for ALL children • Use GetSet4PE to monitor the progress of the children and recognise where interventions / teaching support need to take place. • Staff to attend twilight with TRaynor, ensuring learning from this is embedded in their own classes. • Children to be more physically active in sessions, consequently improving concentration, stamina, focus and core strength. • 	<p>Opportunities to experience other clubs £1200</p> <p>(all in GetSet4PE cost)</p>	<ul style="list-style-type: none"> • Engagement in clubs continues to be an issue. However, Red Hall Dance Company now have a waiting list. This shows brilliant growth in dance and a club outside of school. • Overarching approach to planning and delivery is GetSet4PE, however this needs to remain as a target as it is not consistently used to a HIGH standard. • TRaynor sessions and the impact of Active Learning twilights – see other section. 	<p>ensure these are high quality and meeting the needs of OUR children.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £7400 = 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:
<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. <p>Swimming still a huge school focus:</p> <ul style="list-style-type: none"> 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’ For children in KS1 to experience swimming sessions and develop basic water confidence – blowing bubbles, 	<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 (did not happen last year so still a target) <ul style="list-style-type: none"> 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. Liaise with secondary schools, to see if we can use their facilities, as we already have a HLTA as a trained swimming coach. Buy in from parents and staff to take KS1 children to swimming sessions, where staff will get in with children to support their confidence and progress/ 	<p>£500</p> <p>£1500</p>	<ul style="list-style-type: none"> Sports week allowed children to try sports which were new to them – boccia, curling. Children also took part in golf sessions, which 100% children wanted to do again. PE questionnaires showed a positive picture again, which is a credit to the hard work that goes into this subject. This continues to be a favourite amongst children. Swimming success was fantastic. ALL 4 KS2 classes, received swimming sessions. Year 6 swam at a local Secondary School for the majority of the year. Year 5 swam all year at EV, as part of our SLA and Year 3 and 4 had 6 months of swimming lessons each. We already have 50% children in Year 5 who have achieved National Curriculum Swimming requirements. This is the highest percentage we have ever had, at the end of Year 5. 	<p>Continue to strengthen the links from local secondary schools, to ensure this provision can continue – if so, over time, ALL children who leave Red Hall will meet ARE for Swimming.</p> <p>Sports council moving forward, need more support to be a driving force in PE.</p> <p>Equipment is well looked after, meaning what was purchased this year will be used for years to come.</p>

<p>dipping their heads under water etc.</p> <ul style="list-style-type: none"> • Children to recognise the skills, dedication and determination needed to be a successful sportsman / sportswoman. • Children to attend different sporting opportunities, bespoke to what they are interested in. • To attend all events ran by Darlington SSP • To attend Tees Valley / Regional events when possible • Order any new PE equipment to maximise opportunities for success, by ensuring there is enough equipment for all children to participate in a lesson 	<ul style="list-style-type: none"> • Offer KS2 pupils the opportunity to watch live sport. • 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. • Children to attend all sporting events • Children to have the opportunity to attend SEND specific events • Strive children to be given the opportunity to represent Red Hall, when they feel ready. • PE team to complete a stock check • PE to audit what the school currently has • Follow up on safety guidance 	<p>Football £3000</p> <p>MMA £500</p> <p>Boxing £500</p> <p>£700 transport (if not on days when bus is booked)</p> <p>£500</p>	<ul style="list-style-type: none"> • Personal qualities in children are celebrated in PE sessions, which has shown to have an impact during active time at playtimes and lunchtimes, with children been seen to show sportsman / sportswomen qualities. • We have received recognition for “resilience in sport” and other such awards by Darlington School Sports Partnership. • Sports council involved in helping to audit PE stock, helped with their leadership skills, responsibilities and the recognition of why we needed to fundraise. 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £2700 = 16%
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"> (Same target as last year, as this is one of the main implications to children participating in sporting events, if we cannot subsidise / pay for travel) 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. 	<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 Hire of a mini bus for one day a week for the full academic year. 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. Offer a broader range of sports – kettlebells, SEND events etc for children who do not necessarily want to compete in highly physical events. 	<ul style="list-style-type: none"> £1200 (part of Darlington SSP, SLA) £1500 Part of Darlington SLA Work and support from Tees Valley Sport 	<ul style="list-style-type: none"> ARaw has already sent the link schools close to us, where we could share transport if needed. We were able to hire Longfield’s mini bus for the Spring term and we only had to fill this with fuel, therefore this was a huge saving and also allowed us the opportunity to attend additional swimming sessions at Longfield, for the Year 6 children. This was weekly and allowed us to see the best progress in Year 6, for meeting National Expectation Requirements, in the history of Red Hall! 80% of children attended at least one sporting event throughout the year. 20% children attended more than 1 event. 100% children who attended events said they wanted to do more next year. 	<ul style="list-style-type: none"> Continue to fundraise and allocate PE and Sports Premium spends to pay for the cost of transport. Children are WANTING to be more competitive, which is lovely to see. They are proud of the skills they have developed in PE lessons and look forward to showcasing these. To ensure this is sustainable, we will make sure pre-competition sessions take place with the team we are taking, to ensure they are even more competition ready.

<ul style="list-style-type: none"> House competitions to improve a competitive element, in school. iWall to compliment PE sessions and the curriculum, through allowing children to be more confident in sessions with their peers. 	<ul style="list-style-type: none"> Member of SLT now in charge of this, so house competitions will run on a half termly basis. Inter school competitions for all children, based on the children who have not taken part in anything, to be organised. A range of sports to be planned and delivered, curling, boccia, dodgeball etc. Staff to be trained on the iWall, to ensure this is being used effectively. Children to WANT to play games on this, whether these are educational or confidence boosters. 	<p>Free</p> <p>(Sports week)</p>	<ul style="list-style-type: none"> All children in Year 1, 4 and 5 have attended sporting festivals in Autumn 1. Autumn 2 needs to ensure that there is something for Year 2, then all of KS1 will have represented Red Hall in an event, before Christmas 2022. Inter school competitions took place on a termly basis and results were showcased on the House Points display in school. iWall training booked in for 4.9.23, as this was not used to its full potential. 	<p>The same overview and timetable from 22-23 will be used in 23-24.</p>
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Signed off by		
Head Teacher:	Julie Davidson	Date - 3.11.22
Subject Leader:	Laura Snowdon	Date – 3.11.22
Governor:		Date -

Proposed Spends £16,900 exactly. (£630 proposed underspend)