

It is important that your grant is used effectively and based on school need. The Education Inspection Framework makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'.

Under the Quality of Education Ofsted inspectors consider: **Intent** - Curriculum design, coverage and appropriateness Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment **Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools funding to make additional sustainable improvements the and Physical Education, School Sport and Physical Activity (PESSPA) the quality of they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects: the school's budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 keyindicators across which schools should demonstrate an improvement. This document will helpyoutoreviewyourprovisionandtoreportyourspend. DfEencouragesschools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to publish details of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. The funding should be spent by 31st July but the DfE has stated that there will be no clawback of any unspent money so this can be carried forward into 2023/24.

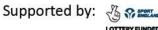
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click HERE.

Created by:















Details with regard to funding Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£18850
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£19140
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£20570

Swimming Data

Please report on your Swimming Data below.

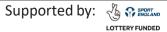
Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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	*Normanton swimming baths were closed for refurbishment for a period during this academic year. The year group did not have access to a full year of swimming input.
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 2024. Please see note above	23.53%
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	23.53%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	23.53%
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: 2023/24	Total fund allocated:	Date Updated:]
Key indicator 1: The engagement of a primary school pupils undertake at le	Percentage of total allocation: 0%			
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:
Ensure that children have access to sufficient and appropriate equipment that supports the development of skills and understanding of tactical knowledge and ideas in PE.	P.E Lead to audit P.E resources required for each unit of learning. Identified equipment to be ordered. Equipment has been bought and is being used to effectively support the teaching of P.E. Equipment has been supplemented by Elite Sports Coaches for units where sufficient equipment is not available. Equipment available to support the teaching of PE enables PE topics to be delivered to a high standard. Pupil voice shows that pupils understand the life skills and career opportunities which PE offers.		Resources have been audited and the P.E budget has been spent to ensure quality resources are used. Additional quality equipment is used on loan (from Elite Sports Coaches). Equipment enables staff to deliver high standard PE lessons and sports clubs Pupil voice collected has shown a positive impact equipment used in school.	Continue to ensure that resources are being looked after and children know how to use these correctly in lessons. Ensure storage of equipment is fit for purpose. A rota system was trialled this year but did not prove to be effective. Continue to audit and evaluate the resources and seek improvements to a wider range of sporting equipment.
	Pupil voice shows that pupils			Continue to foster links with Elite Sports Coaches to enable













understand that P.E and activity are an important part of supporting a healthy lifestyle.

P.F.Lead and Flite Coaches to work with staff to support their development in P.E.

Increase parental engagement in school sports, physical education and activities.

Audit and resource the outdoor play equipment to ensure that physical activity is maximized during playtimes and lunchbreaks.

equipment to be borrowed on a loan basis if needed.

P.E Lead and Elite Sports

Staff within school have been offered CPD sessions with Flite Sports Coaches to support their P.E development.

Coaches to continue to support staff development in PE.

Sports days for parents to attend has increased parental interest in pupil sport. Sports day now includes a parent/carer race.

Continue to identify effective ways to increase parental engagement with sporting activities in school.

Outdoor play equipment shed is Structured use of outdoor audited and resourced by the P.E Lead . The Fit Trail is available for a different year group each day and is supervised by a lunchtime supervisor.

break equipment to be regularly reviewed to promote positive use of equipment and effective use of resources so that physical activity, sports skills, general fitness and hand eve-coordination are promoted throughout the day.

Children have been more physically active at breaktimes. Children have access to better resources. Resources. and training have encouraged children to take part in structured play at break times which has also impacted mental health, wellbeing and behaviour. physical activity (P.E uniform).

To promote to children and families the importance of wearing suitable clothing for

Children take part in physical events to promote fitness and to raise awareness of charities:













			P.E fixtures at Castlefpord Acadamy and The Reindeer Run	
Key indicator 2: The profile of PESSPA be		ool for whole scho		Percentage of total allocation: 0%
	Implementation Make sure your actions to achieve re 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:
Develop and embed key vocabulary linked to physical activity, healthy lifestyles and P.E.	ew to school, are aware of the Tier ocabulary expected within each P.E rand they are teaching, ensuring at that children are encouraged to se correct terminology.		P.E Pro. Elite Sports Coaches and staff use subject specific vocabulary during P.E lessons. Children are encouraged to use this in their lessons and when discussing their learning. Pupil voice collected reflects a good understanding of subject specific vocabulary.	Ensure new staff to school are aware of the subject specific vocabulary and progression grids. Share vocabulary to be used within P.E lessons. P.E Lead to observe lessons and monitor vocabulary taught. Pupil voice to continue to be collected. Ensure all class teachers delivering P.E are following the P.E Pro App planning and are clear in their expectations in lessons for P.E.
	ommunicate with all school staff pout the importance of the PE and		Children show understanding of the expectations for and	Ensure storage of equipment is fit for purpose. A rota













physical activity. importance of P.E system was trialled this year investment in resources and the expectations of children taking within school. They are aware but did not prove to be part in Physical Education. of the importance of looking effective New resources to be shared with staff, including how to use these. after resources Resources are used appropriately and looked after by the children. The curriculum supports pupils All classes to undertake regular All classes access 2 hours of P.F. Ensure learning environments. to be physically and mentally Physical activity to improve fitness lessons per week in addition to pupil voice, teaching and healthy, resilient and and mental wellbeing – links to daily playtimes. learning all reflect the support independent learners. They make PSHF curriculum given to our children for all informed choices about healthy Classes access movement breaks round development. Monitor eating, fitness and their emotional particularly in Early Year and KS1, this through pupil voice and mental wellbeing. to ensure that children are being discussions, lesson active in the classroom and observations etc. improving their mental health and alertness. Continue to encourage movement breaks throughout Through interventions and the school day to support physical activity, the profile of P.Elmental health and well being. and importance of having good sporting behaviour & healthy Continue to raise the profile of P.E and importance of having attitudes/lifestyle is raised. good sporting behaviour & healthy attitudes/lifestyle. Continue to offer physical Identified children undertake Elite Sports Coaches run weekly intervention groups for regular small group physical physical interventions in small children who benefit from this. activities with the Elite Sports groups for children who Coaches to support fitness, mental particularly benefit from this. health and wellbeing.







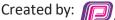






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Educational visits and visitors supports the curriculum delivery with a specific focus on Mental Health and Wellbeing		team work and healthy lifestyles (Year 6 Residential). Rock Kidz interactive	

Key indicator 3: Increased confidence	Percentage of total allocation:				
Intent	Implementation		Impact		
Your school focus should be clear	Make sure your actions to	Sustainability and suggested			















what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Ensure that teachers and other adults are confident to deliver the Pl curriculum.	P.E Lead has worked alongside Elite Sports Coaches to effectively create the long term plan for 2023-24, using staff questionaires, in order to utilise the Elite Sports Coaches to support staff in specific areas of teaching. All teachers have received training in using PE Pro.	£500	units are taught by who has allowed for effective utilization of staff. Individual support for classes and teaching staff from Elite Sports Coaches has continued to develop P.E delivery and the P.E offer for pupils.	Elite Sports coaches and new P.E Lead to monitor P.E lessons to ensure that pupils are knowing more and remembering more of their learning. Work alongside class teachers, and particularly staff new to school to ensure that each lesson has an opportunity to recap prior skills and understand how this relates to
	Elite Sports Coaches offer P.E. CPD to all staff throughout the year. Rosenshine's principles are revisited throughout the year to embed the approach for staff and to ensure children know more and remember more of their learning.		Observation of Elite Sports Coaches when teaching allows for staff CPD.	new learning. CPD to be provided to staff new to school on PE Pro, progression grids and expectations. Continued CPD provided to all staff Elite Sports Coaches. New P.E Lead join the AFPE to keep up to date with current changes and practice
PE is assessed effectively to ensure that pupils build upon their prior skills and knowledge	P.E Lead has undertaken Pupil Voice of PE lessons across school. P.E lead has monitored P.E lessons across school.		pupils are knowing more and	To continue to monitor that prior learning - knowledge, skills and vocabulary are consistently recapped upon













			To plan in regular monitoring and collection of pupil voice across the school for academic year 2024-25.
To identify staffs' strengths and areas for develop.	Staff voice has been collected via a questionnaire to identify areas of strength. Elite Sports Coaches are deployed effectively to work with staff (and children) to provide expert advice and to support their confidence, knowledge, skills and development in identified areas.	Carefully considering which P.E units are taught by who has allowed for effective utilization of staff.	Continue to offer CPD from Elite Sports Coaches for all staff based on staff voice questionaires.
	Elite Sports Coaches provide CPD training to teachers and support staff to help them to gain the confidence to deliver the sport themselves in the future.		
Subject leader has the required subject expertise in order to effectively lead and develop their subject.	P.E Lead has regular meetings with Elite and P.E Pro to ensure knowledge is up to date. P.E lead keeps up to date with any changes and developments in the subject.	P.E lead has been able to effectively relay any information and changes to the wider staff team and develop the subject.	New P.E lead to continue to foster links with Elite/PE Pro. New P.E Lead to attend network meetings for PE. PE lead to share any developments with all staff involved in PE lessons.













Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation:
Intent	Implementation		Impact	0%
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:
Ensure that the children have a wide range of sports and physical activities offered to them.	Resources have been audited ensure that the school is able to offer pupils a wide range of sports in lessons, during lunch and in after school clubs.		Lunchtime activities run by Elite Sports Coaches provide tasters of different sports to all children. The Fit Trail was installed in September and is used daily by different year groups. The auditing and maintenance of resources supports children to partake in wide range of physical activities suring lessons, lunch and after school.	Continue to audit and maintain all equipment. Ensure staff are aware of the PE equipment in school and where this is stored. Ensure storage of equipment is fit for purpose. A rota system was trialled this year but did not prove to be effective. To monitor the use of PE equipment.
	A programme of after school sporting activities for all age groups has been timetabled and offered.		After school clubs run with a specific sport focus (dance, dodgeball, multi-skills etc) for all children across the school (Reception to Year 6) to increase participation in sport and to help create a positive attitude towards exercise and wellbeing.	To continue to develop lunch time clubs for children to support physical and mental wellbeing. To introduce a new programme of extra-curricular sports clubs for whole school from the Autumn term 2024-













visits and visitors are offered to children. learning have been provided through educational day visits and a three-day residential visit to Willersley Castle, Derbyshire (Year 6) P.E fixtures encourage children to work as a team and be proud of their achievements. This academic year Half Acres Primary Academy have attended: Y1&2 Dance, Y3&4 Gymnastics, Y5&6 Netball, Y1&2 Multiskills, Y5&6 Boys Football, Y3&4 Dance, Y5&6 Girls Football, Y5&6 Basketball, Y5&6 Basketball, Y5&6 Basketball, Y5&6 Basketball, Y5&6 Tag Rugby Links with Castleford Tigers have been made to establish an offer of free programmes that they can bring to our school. This year, Castleford Tigers have delivered Mathletes sessions for Year 6 which supports children's understanding of the importance of P.E in the wider world.	A wide range of P.E educational	Promotion of outdoor activity 25
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Mathletes sessions for Year 6 which supports children's sporting opportunities that understanding of the importance could be brought into school.		been made to establish an offer of free programmes that they can bring to our school. This year,
understanding of the importance could be brought into school.		Mathletes sessions for Year 6 To continue to seek out other
		pporting opportunities that
oi P.E in the wider world.		Could be brought into school.
		oi P.E in the wider world.

Key indicator 5: Increased participation	Percentage of total allocation:
	6.56%
Intent	







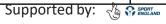






Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:	anocateu.	can they now do? What has	next steps.
what they need to learn and to			changed?:	
consolidate through practice:			3.00	
Continue to re-establish, develop	Castleford Academy and other		Reception, Year 1 and Year 2 took	Liaise with the local high
and increase the number of children	MAT competition providers have	£600	part in The Wakefield Virtual Multi	_
competing in tournaments.	been liased with in order to plan		Skills competition with other	establish the local offer for
	events for the year.		schools across the region.	events in 2024/25.
	Staff have been communicated		Inter school events / competitions	Liase with Elite to establish the
	with in order to ensure paperwork		resumed for year groups to	offer of events for 2024/25.
	is completed in time to attend		provide different sporting	
	competitive events.		opportunities for pupils:	To attend sporting
				competitions and to develop
	Staff have been communicated		Castleford Academy:	and increase the number of
	with to ensure that we can build		Y1&2 Dance	children competing in
	on the skills needed for our		Y3&4 Gymnastics	tournaments.
	competitive teams.		Y5&6 Netball	
			Y1&2 Multiskills	To continue to organise
	School staff and pupils have been		Y5&6 Boys Football	competitions for all Year
	liased with to establish interest in		Y3&4 Dance	groups.
	competitive events.		Y5&6 Girls Footbal	
			Y5&6 Tag Rugby	Train new play leaders and
	Pupils and parents have been			Sports Ambassadors who can
	made aware of the events in			lead games for pupils during
	school and the interest in school		Y5&6 Basketball	lunch times.
	sport is has been embedded.			
Plan transport to and from	Coach costs have been planned for	£750	Children are provided with	Continue to plan ahead for
competitions	to ensure that teams can take part		•	coaches and cost of travel in
	in inter school events and		curricular sports and competitions	
	compete with other schools.			fixtures.
			the issue of not being able to	
			because of travel arrangements.	











Full sports day events to be planned and arranged. Plan full sporting day events with a competitive element for parents to attend. Plan full sporting day events with a competitive element for parents to attend. All children prepare for sporting events and sports day through sport / P.E sessions. Skills learned and developed enable children to take and active and successful part in these events. Parental engagement is increased by offering a parent/carer race.				
	Full sports day events to be planned and arranged.	competitive element for parents to	events and sports day through sport / P.E sessions. Skills learned and developed enable children to take and active and successful part in these events. Parental engagement is increased	focus on parental engagement.

Signed off by













Head Teacher:	RTaylor.
	Mrs R Taylor
Date:	28.07.2024
Subject Leader:	Miss P Nalson ALLION
Date:	28.07.2024
Governor:	Mr C Robertson
Date:	28.07.2024











