

Nawton and Rosedale Federation Sports premium funding 2024/25

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|---|-------------|
| Total amount carried over from 2023/24 | £0 |
| How much (if any) do you intend to carry over from this total fund into 2024/25 | £0 |
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| Total amount allocated for 2024/25 | £32,930 TBC |
| Total amount of funding for 2024/25 To be spent and reported on by 31st July 2025 | £32,930 |
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Swimming Data

Please report on your Swimming Data below.

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| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2025</p> <p>Please see note above</p> | |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | |
| <p>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?</p> | yes |

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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: 2024/25 | Total fund allocated:? | Date Updated:19/1/25 | | |
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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 | |
| 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: |
| Swimming lessons for all children in Year 3-6 to exceed national curriculum expectations. RAB – yr2-6 | Provide transport and instructors at Ampleforth college Pool. RAB – Pickering pool. | £3784 | Children can swim beyond a length – take part in swimming competitions/swimming gala. Chn can swim with increased speed and stamina and take part in life saving activities. Children encouraged and engaged in physical activities for lunch time breaks and afternoons – 60mins | |
| Ensure all children receive 2 hours of high quality, engaging and challenging PE lessons per week. | Employ highly trained and qualified coaches into school to work with all classes in a variety of sports throughout the year. – Move Hawkes coaching to Federation Thursday to enable Rosedale children to take part in competitive sports and team games in larger groups. | £4515 | | |
| Ensure all children are challenged to be physically active during play and lunch times. | Employ MSA sports leader to encourage challenges and activity and use of trim trail equipment. | £5400 | | |
| Ensure children are encouraged to be active in their lessons. | Purchase playtime/PE equipment per class to encourage a range of | £316.86 | | |
| | | £1192 | | |

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| | <p>activities –football goals, sensory balls, skipping ropes, swing ball. Purchase crates and planks for increased physical development for class1.</p> <p>Employ Forest School leader and equipment to encourage children to be more active outside</p> | £2389.99 | | |
|--|--|----------|--|--|

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

| 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> |
| <p>Encourage children to play more cooperatively and encourage less able and less confident children to be more active and involved at playtimes and feel valued in a team</p> | <p>KS2 pupils to take part in sports leaders training</p> <p>Lady Lumley's SGO provide specialist sports leader training for ks2</p> <p>LLS SGO to provide sessions for less able and reluctant - curling.</p> <p>Attend PANATHALON event at LLS. Transport and staff cover needed</p> <p>Sports leaders awards in assembly each Friday</p> | <p>£1767</p> <p>£996</p> <p>£50</p> | <p>Children are more engaged. Increase confidence of yr 5/6 children. All children obtained gold award.</p> <p>Children working cohesively and seeing the value of team work</p> <p>Children see the worth of sport and activity is placed and increase the value of being active at playtimes. All EYFS children achieved PD ELG</p> | |

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

| 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: |
| Staff have knowledge and dexterity to teach a wide range of skills in PE. Staff feel confident and model high expectations and standards. | Purchase complete PE annual subscription that contains high quality planning and resources to support teaching TOUCH rugby coach delivered by development officer from Malton and Norton Rugby Club to deliver sessions for staff to observe. | £105 £4964.85 | Observations show high quality lessons are taught. Children report enthusiasm and make good progress. Staff surveyed and report feeling valued and an increase in confidence to teach PE and sport. | |

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

| 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: |
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| <p>Children experience a wider range of activities from EYFS-y6 and to try new things.</p> | <p>Children take part in New age curling, tri golf, archery, dutch football, pentathlon and multi-sports through SGO competitions</p> | <p>£1767</p> | <p>All children yr1-6 experience a range of new sports.</p> | |
| <p>Broaden children's experience of inclusive and diverse sports.</p> | <p>SGO invited into school to tailor bespoke sports activities across the federation</p> | | <p>Greater understanding of no barriers to sport and activity</p> | |
| <p>Encourage SEN and less active children to try new sports and activities. (break down barriers to being more active)</p> | <p>- JUDO instructors to deliver 6x sessions per year group</p> | <p>£500</p> | <p>Greater level of involvement and enjoyment in less active children.</p> | |
| <p>Raise the profile of dance, gymnastics as well as team games for children with SEMH difficulties</p> | <p>Balance bike sessions for EYFS/KS1</p> | <p>£328.50</p> | <p>Increased physical activity in the outdoor area</p> | |
| <p>Increase range of sports and activities. Introduce children to martial arts – Judo/Jujitsu</p> | <p>Bikeability for yr 5</p> | <p>£196</p> | <p>Children have increased flexibility by the end of yoga sessions and attempt more complicated routines and paired work.</p> | |
| <p>Increase range of sports and activities. Introduce children to martial arts – Judo/Jujitsu</p> | <p>Employ Forest School leader to encourage children to be more active outside</p> | <p>£1200</p> | <p>Children attend Rugby sessions provided by MNRUFC 4 X Sat morning sessions.</p> | |
| <p>Increase range of sports and activities. Introduce children to martial arts – Judo/Jujitsu</p> | <p>Yoga lessons for each year group</p> | <p>£2000</p> | <p>Chn given free taster sessions at Ryedale Judo Club in Pickering</p> | |
| <p>Increase range of sports and activities. Introduce children to martial arts – Judo/Jujitsu</p> | <p>Quidditch experience day for whole school.</p> | | <p>All children including less active and SEN taking part in Quiditch day</p> | |
| <p>Increase range of sports and activities. Introduce children to martial arts – Judo/Jujitsu</p> | <p>Hawkes deliver new age sports day to encourage inclusivity.</p> | | | |
| <p>Increase range of sports and activities. Introduce children to martial arts – Judo/Jujitsu</p> | <p>Cricket Coaching offered by Mark Foster</p> | | | |

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| Key indicator 5: Increased participation in competitive sport | | | | |
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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: |
| <p>Children take part in inter house and interschool competitive sport.</p> <p>Children understand value of team work and sportsmanship.</p> <p>Children across the federation experience competitive sport in larger groups.</p> | <p>Employ SGO for both catchment schools to enable both school to take part in competitive sport</p> <p>Employ staff to ensure RAB can attend competitions at LLS and supervise</p> <p>Take part in Panathalon to encourage SEN chn to take part in team sports – with a focus on those children with SEMH</p> <p>Transport children across the federation to ensure all can take part and make full teams.</p> <p>Transport to county competitions, supply cover for accompanying children to competitions</p> <p>Yr6 children take part in body basics super schools training with final inter school competition</p> <p>Federation Thursday, ensure transport available for Rosedale children to take part in large group team games and competitive sport.</p> | <p>£3000</p> <p>£360</p> | <p>Children experience the feeling of winning and losing and understanding how to behave respectfully regardless of outcome.</p> <p>Pride of school/self increased</p> <p>Increased success overall in interschool competitions with the local cluster.</p> <p>RAB children experiencing competitive sport in larger groups, more prepared for the transition to yr7.</p> | |

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| Signed off by | |
| Head Teacher: | N Oxtoby |
| Date: | 19/7/24 19/1/25 |
| Subject Leader: | C.Owuor |
| Date: | 19/7/24 19/1/25 |
| Governor: | |
| Date: | |