

Primary PE and Sport Premium Report: Bramhope Primary School

Department for Education Vision for the Primary PE and Sport Premium...

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure self-sustaining improvement in the quality of PE and sport in primary schools.

Bramhope Primary School will work to show improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Provision:

Bramhope Primary School will use the funding to make additional and sustainable improvements to the quality of PE and sport on offer. We may use the premium to:

- develop or add to the PE and sport activities that our school already offers
- make improvements now that will benefit pupils joining the school in future years

We may therefore:

- provide staff with continuous professional development, mentoring, training and resources to help them teach PE and sport more effectively
- introduce new sports, such as tchoukball or other activities to encourage more pupils to take up sport and physical activities
- support and involve the least active children by providing targeted activities, and running or extending school sports
- enter or run a wide range sport competitions for both individual and team sports
- partner with our family of schools to run sports activities and competitions
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school and active playgrounds
- support and involve pupil premium children by providing targeted activities and after school club provision

Details with regard to funding

Please complete the table below.

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|---|--------|
| Total amount allocated for 2021/22 | £19380 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19380 |

Swimming Data

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study | All covered in swimming week. |
| 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 2021. Please see note above | 100% |
| 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 | 100% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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.

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| Academic Year: 2021/2022 | | Total fund allocated: £20,160 | | Date Updated: March 2022 | |
| Key indicator 1: The engagement of all 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: |
| | | | | | 91% |
| 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?: |
| Engaging curriculum based on Sporting Influence. Ensuring all children are following the PE scheme of work and that as a school, we are contributing to the national guidelines of 60 minutes of physical activity a day. | | To ensure all pupils participate in lessons and engage with the curriculum. To improve the mental health including; self-esteem and confidence of the pupils through participation in physical activity. To ensure the pupils are aware of the link between physical activity and healthy eating for a healthy lifestyle. To promote inclusion through our five social skills (determination, communication, encouragement, body language, respect). | | Cost of sporting influence, curricular time £20,160 Cost of after school clubs, £30 per hour per coach (£7200 for an academic year) | High numbers of children taking part in after school clubs. (football 84, athletics 38) 2 hours curriculum PE delivered to all KS1/KS2 children Pupil voice from activity and well-being survey Parental feedback from parent’s consultation evening. Low numbers of children ‘forgetting kit’. All children have the opportunity to compete through intra house competitions. |
| | | | | | Sustainability and suggested next steps: |
| | | | | | Continue to work closely with sporting influence. To have collected a library of shared lesson plans from Sporting Influence lessons Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| For physical activity to be a key part of everyday school life in every class. For there to be an explicit expectation that all children enjoy and achieve. | To promote the benefits of physical activity to the whole school. To create an environment that emphasises and promotes the importance of physical activity in our daily lives. To promote the celebration of sporting events | Cost of Bikeability free Pedestrian training free | Shared School and Sporting influence values displayed in school. Photographs of pupils displayed in school. Sporting Influence whole school termly assemblies. Star of the day for each PE lesson. Sporting fixtures year-round. Road safety week Bikeability and pedestrian training | To develop the site for sport (Golden mile and MUGA) To repeat road safety week. Monitoring use of schemes and whole school PE coverage To continue hosting annual athlete visits to raise funds for new equipment. Sports leaders develop younger pupils into becoming leaders themselves |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 3% |
| 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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|--|--|------|---|--|
| For staff to take opportunities to plan and deliver active lessons working alongside sporting influence ensuring children receive high quality teaching. | To improve the quality and breadth of PE and Sport To ensure children gain enjoyment from physical activities evidenced through pupil voice. | £500 | <p>Continuous CPD with sporting influence to change the long-term plan, working to build teachers' breadth of PE knowledge.</p> <p>Sharing of planning for each PE lesson. Class teacher discussions of next steps and progression.</p> <p>Sporting influence PE teachers observe and feedback on lessons each half term</p> <p>New resources have been bought to support teachers' lessons and improve access to</p> | <p>To progress to gold sports mark annually</p> <p>To ensure class teachers complete assessments termly to increase accountability and build knowledge</p> <p>Review staff confidence and competence in delivering high quality PE and school sport</p> <p>Further 1:1 lesson observations to monitor staff effectiveness and confidence</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:

Part of Key indicator 1

| 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: |
| To offer an out of hours physical activity program that features a broad range of activities and meets the following criteria: Children have a choice of diverse activities in which they can participate. Competitive, non-competitive, structured, un-structured, & including some non-sport options e.g. forest school or drama. b) Every child has an opportunity to participate regardless of physical ability. | To cover a range of sports throughout the school year. More children participating in afterschool clubs term on term. | Initially covered by sporting influence and other providers | <p>PE road map</p> <p>Afterschool clubs offering a range of activities which change termly.</p> <p>Football club</p> <p>Netball Multi-sports</p> <p>Gymnastics</p> <p>Cricket</p> <p>Hockey</p> <p>Girls circuit class</p> <p>A range of sports and physical activity covered by the curriculum.</p> | <p>To use the specialist sports coaches from sporting influence</p> <p>To bring parent helpers to run clubs</p> <p>To ensure yearly long term plan changes to increase breadth</p> <p>Further increase opportunities for KS1 children – in and out of school</p> |

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| | | | Children who have tried netball club at school have gone on to join local clubs. | |
|--|--|--|--|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|---|---|---|
| | | | | 6% |
| 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: |
| Competitive sport taking place regularly in school | <p>To host fixtures throughout the school year. Boys and girls football fixtures, a netball fixture.</p> <p>To attend competitions (rugby tag completion, gymnastics competition.)</p> | <p>£80 for sporting influence competition membership</p> <p>£1000 for active schools' membership</p> <p>North West Leeds partnership.</p> | <p>Lessons are structured to include a competitive element each week.</p> <p>Intra house competitions take place twice per half term.</p> <p>Sports day planned.</p> <p>Competitive fixtures with other schools.</p> <p>Variety of competitions</p> | <p>To embed parent lift sharing to fixtures</p> <p>To work closely with Horsforth football club to ensure best value for pitch markings</p> <p>Investigate further use of virtual inter house competitions/ children leading own events</p> <p>Further widen opportunities for pupils to take part in competitive sporting events</p> |

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| Signed off by | |
| Head Teacher: | Rachel Colbourn |
| Date: | 20.07.22 |
| Subject Leader: | Conor McKeown |
| Date: | 20.07.22 |
| Governor: | Fiona Wrightson |
| Date: | 20.07.22 |