

# 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 of inter-sport competitions for both individual and team sports
- run intra-house competitions for each unit taught in pe lessons
- partner with our family of schools to run sports activities and competitions
- extend the resources available within PE lessons
- encourage pupils to take on leadership or volunteer roles, such as Buddies or sports day leaders, 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

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p><b>We are a Gold School Games Mark School</b></p> <p><b>Key Indicator 1:</b></p> <ul style="list-style-type: none"> <li>• Successful sports clubs for identified pupils in KS1 and KS2</li> <li>• We possess excellent outdoor facilities: large playgrounds, three marked football pitches and a marked mile course.</li> <li>• Scooter training programme for Year 2, Pedestrian training for year 4 and Bikeability Programme for Year 6.</li> <li>• Play buddies programme run by trained Year 6s to run games sessions during lunch time.</li> </ul> <p><b>Key Indicator 2:</b></p> <ul style="list-style-type: none"> <li>• Successful Year 6 to Year 7 transition programme</li> <li>• Sports leader prefects lead competitions for younger pupils by managing equipment, explaining rules, and collecting scores.</li> </ul> <p><b>Key Indicator 3:</b></p> <ul style="list-style-type: none"> <li>• CPD provided to sustain high quality PE sessions</li> <li>• Class teachers are on a tiered system to ensure they receive feedback and have appropriate targets.</li> </ul> <p><b>Key Indicator 4:</b></p> <ul style="list-style-type: none"> <li>• Fully funded after school sports clubs for Autumn and Summer term for all year groups</li> <li>• Swimming lessons for key stage 2 in the summer term</li> <li>• Children who show high interest or ability within PE lessons are signposted to local clubs where they can pursue their interest further.</li> </ul> <p><b>Key Indicator 5:</b></p> <ul style="list-style-type: none"> <li>• High quality competitive separate sports days for reception, KS1 and KS2.</li> <li>• We have had children represent Yorkshire in the English, national cross-country finals</li> </ul>	<ul style="list-style-type: none"> <li>• To build further links with additional clubs offering alternative sports outside of school.</li> <li>• Encourage healthier packed lunches as part of a drive to improve overall lifestyle choices.</li> <li>• To further improve static playground equipment.</li> <li>• To incorporate further house team opportunities beyond PE curriculum time.</li> </ul>

<ul style="list-style-type: none"> <li>• We won our Family of Schools football league</li> <li>• We participated in a wide range of sports with all children having represented school in competition by the end of year 6</li> <li>• At the end of each PE unit, Key Stage 2 children take part in intra house competition.</li> </ul>	
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## Details with regard to funding

Please complete the table below.

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
Total amount allocated for 2022/23	£18710
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18710

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><b>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</b></p>	All covered in swimming week.
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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?  <b>N.B.</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</p>	<p>Class size: 39  Confident: (38/39)  Less Confident: (0/39)  Non-Swimmers: 1</p>
<p>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</p>	<p>97.4%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>100%</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No.  Lessons were offered on multiple occasions, including easter holidays and during school term, however child was unable to attend.</p>

## 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.

<b>Academic Year: 2022/2023</b>		<b>Total fund allocated: £18,170</b>		<b>Date Updated: July 2023</b>	
<b>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</b>					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?:	Sustainability and suggested next steps:
Do parents know the requirements for the activity of their child?	Embed Bramhope’s broad and engaging PE curriculum supported by the specialist advice/guidance of ‘Sporting Influence’. Teachers are given targeted CPD through our tiered approach. Tier 1 – new teachers, teachers who are in their first 3 years of teaching or their first 2 years at Bramhope primary. Tier 2 – experienced teachers, teachers who have been teaching 4 year or more or 2 year or more at Bramhope primary. Tier 3 – very experienced staff who have had 4 or more years of SI’s CPD, they will identify the support required.	Cost of sporting influence, curricular time £20,160  Cost of after school clubs, £30 per hour per coach (£7200 for an academic year)	Do all children in KS1 and KS2 receive 2 hours of high-quality curriculum PE per week?  Does the PE curriculum meet the needs of all children?  Do pupils report positively on their activity and well-being satisfaction?  Are there low numbers of children ‘forgetting kit’ for PE lessons?  Are all staff consistently delivering the planned and agreed intent and implementation approach?  Do parents know the requirements	Yes.  Yes.  Yes, evidenced by School sports survey- 99.3% pupils said they enjoyed PE this year.  All children come to school in PE kit and there haven’t been any children who have received reminders for forgetting.  Yes, evidencing by PE monitoring and continuous CPD from Sporting Influence.  Yes, curriculum maps on school	

<p>To improve the mental health including; self-esteem and confidence of the pupils through participation in physical activity.</p> <p>To ensure the pupils are aware of the link between physical activity and healthy eating for a healthy lifestyle.</p> <p>To promote inclusion through our five social skills (determination, communication, encouragement, body language, respect).</p>	<p>Carry out comprehensive PE monitoring to ensure the subject's intent and agreed methods for implementation continue to be delivered consistently in every year group. This will include a questionnaire for staff, pupils and parents to understand the impact of the school's actions.</p> <p>Curriculum overview documents to help parents understand the PE curriculum offer at Bramhope are produced for each half term.</p> <p>Children's confidence and resilience will be improved through competitive sporting opportunities and a planned wellbeing unit for each year group in spring term.</p> <p>Embedded social skills will ensure children have high self-esteem as they participate in a range board range of activities and experience success.</p> <p>As part of the curriculum intent children will know and understand the benefits of sport as part of healthy lifestyle.</p> <p>Children with additional needs will be provided opportunities to practice key skill in addition to curricular PE time.</p>		<p>for the activity of their child?</p> <p>Can the school provide case studies to demonstrate how the PE curriculum has improved pupil mental health, self-esteem and confidence in physical activity?</p> <p>What % of pupils show a good awareness of a healthy lifestyle in the pupil questionnaire?</p> <p>What % of staff/pupils understand how the school promotes inclusion in their respective questionnaires?</p>	<p>website.</p> <p>Yes, see My Health, My School survey results. 85% report a positive impact on self-esteem, confidence and mental health everyday and 100% some days.</p> <p>Yes, evidenced by My Health School sports survey</p> <p>Yes, evidenced by School sports survey 100%</p>
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement physical education, school sport and physical activity</b>	Percentage of total allocation:
	Part of KP1 funding

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?:
To promote the benefits of physical activity to the whole school and to ensure that physical activity continues to be a key part of everyday school life in every class.	<p>Bikeability, a cycle training programme that teaches children practical skills and gives them the understanding and expertise they need to ride their bikes on the road, will take place for year 6 in autumn 2.</p> <p>Pedestrian training, a road safety training programme that teaches children practical skills and gives them the understanding and expertise they need to travel on footpaths and identify safe crossing points, will take place for year 4 in summer 2.</p> <p>Scooter training, a scooter training programme that teaches children practical skills and gives them the understanding and expertise they need to ride their scooters to school, will take place for year 2 in spring 2.</p> <p>WOW travel tracking, the pupil-led</p>	<p>Cost of Bikeability free</p> <p>Pedestrian training free</p> <p>Scooter training free</p>	<p>Are the sporting successes shared within school?</p> <p>Does lesson monitoring show that Are children are aware of and displaying Sporting influence values in sport?</p> <p>What % of pupils took part in the Bikeability programme?</p> <p>What % of pupils took part in pedestrian training?</p> <p>What % of pupils took part in scooter training?</p> <p>What % of pupils walk, bike or scoot to school?</p>
			<p>Sustainability and suggested next steps:</p> <p>Yes, reported in weekly newsletter with photographs and in assemblies.</p> <p>Yes, they receive house points reflecting their demonstration of our shared sporting values.</p> <p>100% of Year 6 children.</p> <p>0% cancelled by providers. Rebooked for next year.</p> <p>100% of year 3 children.</p> <p>83% recorded on Living Streets Travel Tracker.</p>

	<p>initiative will see children digitally record how they get to school every day. If they travel actively (walk/wheel, cycle, scoot or Park and Stride) at least once a week for a month, they get rewarded with a WOW badge.</p> <p>Road safety week will prioritise safe travel to all children through Big Think Assembly, newsletter updates and workshops.</p> <p>Children receive stickers and house points to recognise social skills.</p> <p>Regular newsletter updates detail school sporting success.</p> <p>Sports leaders report school sporting success through KS2 assembly.</p> <p>Detailed sporting timetable created and shared with school office.</p> <p>Monthly mile for children in years 1-6 will raise profile of PESSPA in school.</p> <p>Workshops lead by Leeds United Football Foundation will link sport with choices to influence children in a positive way.</p> <p>Three competitive sports days will take place in summer 2 to raise the profile of sport in school and create an opportunity to celebrate success for all children.</p>		<p>Does the pupil questionnaire show that children are aware of their success?</p> <p>What % of pupils are involved in after school clubs?</p> <p>What is the feedback on provision from staff/parents/children?</p>	<p>82 children have been encouraged to join a sports club outside of school as a result of school PE lessons.</p> <p>71% attending clubs over the course of an academic year.</p> <p>100% of children reported in Year 6 that nothing stops them in taking part in physical activity.</p>
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**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:
To improve the quality and breadth of PE and Sport	<p>Tier 1 staff will team teach 3 terms of PE with planning support from SI.</p> <p>Tier 2 staff will receive 2 terms of support from SI and will work on targets set following lesson observations.</p> <p>Tier 3 teachers will plan and deliver PE curriculum with 1 term of support on an afi.</p> <p>New resources will ensure teachers have the equipment required for a broad range of sports</p>	<p>£500</p> <p>£500 per year</p>	<p>Does monitoring show that continuous professional development with sporting influence work to build teachers' breadth of PE knowledge and teaching ability?</p> <p>Does monitoring show that Is the sharing of planning for each PE lesson consistent? Are class teacher discussions of next steps and progression effective?</p> <p>Are class teachers given opportunity to be observed and to have feedback on lessons each term?</p> <p>Does monitoring show that the new resources support teachers' lessons and improve access to sport for all children?</p>	<p>Yes, evidencing by PE monitoring and continuous CPD from Sporting Influence.</p> <p>Yes, evidencing by PE monitoring and continuous CPD from Sporting Influence.</p> <p>Yes, staff are given a one-page feedback form including actions each half term.</p> <p>Yes, evidencing by PE monitoring and continuous CPD from Sporting Influence.</p>

**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:
<p>To offer an out of hours physical activity program that features a broad range of activities and meets the following criteria:</p> <p>Children have a choice of diverse activities in which they can participate. Competitive, non-competitive, structured, un-structured, &amp; including some non-sport options e.g. forest school or drama.</p> <p>B) Every child has an opportunity to participate regardless of physical ability.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities to ensure they are involved in some form of sport.</p> <p>To ensure that all pupils can swim at</p>	<p>A detailed sporting events timetable can be accessed on the school website.</p> <p>Five after school sports clubs will be delivered each week by Sporting Influence for Years 1 to 6. This will be for the entire school year.</p> <p>Year 2 skipping festival summer term.</p> <p>Through the pupil and parent questionnaires, establish which children progress to join local clubs following their involvement in school clubs.</p> <p>PE leader to identify key children not involved in sport outside of school.</p> <p>Offer space in an after-school sports club.</p> <p>Children in Year 6 who do meet</p>	<p>Initially covered by sporting influence and other providers</p> <p>Cost of after school clubs, £30 per hour per coach</p> <p>(£7200 for an academic year)</p>	<p>Does monitoring show that there are there a broad range of afterschool clubs offering a range of activities which change frequently? And a diverse range of sports and physical activity covered by the curriculum?</p> <p>Are high numbers of children taking part in after school clubs?</p> <p>Do children who have tried sports in school progress to join local clubs to further their opportunities?</p> <p>What % of identified pupils are involved in after school clubs?</p> <p>What is the feedback on provision from staff/parents/children?</p>	<p>Clubs available this year have included: gymnastics, dodgeball, athletics, netball, tag rugby, striking multi-sports and invasion games multi-sports.</p> <p>71% of children have attended an after-school club.</p> <p>Yes, 57% of children have joined a sports club outside of school as a result of PE lessons in school.</p> <p>All children in receipt of pupil premium are offered free sports club places. 6/16 pupils have joined a club for at least one term.</p> <p>Staff feel the swimming provision is planned in a way which benefits children and has the least impact possible on their timetable.</p>

<p>least 25 metres; use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p>	<p>swimming criteria will be offered swimming lesson vouchers for additional lessons at Leeds Active Swimming Pools.</p>		<p>What % of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>What % of Year 6 pupils can use a range of strokes effectively?</p> <p>What % of Year 6 pupils can perform safe self-rescue in different water-based situations?</p>	<p>Parents report positively on schools swimming provision. 100% of year children reported an improvement in at least one aspect of their swimming and enjoyed the swimming week.</p> <p>97.4%</p> <p>97.4%</p> <p>100%</p>
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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:
<p>To ensure every PE lesson provides children with a competitive element to practice and enhance the skills they are learning?</p> <p>To ensure all pupils are involved in at least 6 intra-competitions per year so that they are involved in competitive sport.</p> <p>To increase the % of pupils taking part in inter-competitions so that there is greater involvement in competitive sport.</p>	<p>Medium term lesson plans detail the competitive element of each lesson.</p> <p>At the end of each unit all children will take part in a house competition delivered by Year 6 Sports Leaders.</p>	<p>£400 for sporting influence competition membership</p> <p>£1000 for active schools' membership North West Leeds partnership.</p>	<p>Does monitoring show that each lesson provide children with competitive element to practice and enhance the skills they are learning?</p> <p>Do intra house competitions take place twice per half term as planned?</p> <p>What % of pupils are taking part in inter-competitions over the year?</p> <p>What % of pupils are actively involved in a local, regional or national sports club?</p> <p>Are Sports day planned to be competitive and meaningful?</p>	<p>Yes, a competitive element is built into the final part of each lesson allowing children to demonstrate the skills they have been developing.</p> <p>Yes, intra-house competitions for invasion games, athletics and striking have taken place. A dance performance as part of a school production took place in December.</p> <p>100% of children have taken part by the end of Year 6.</p> <p>57% of children have joined a sports club outside of school as a result of PE lessons in school.</p> <p>Yes, children compete to gain points for their houses and are awarded a house trophy and individual medals for sprints.</p>

			<p>Does monitoring show that the timetable for sporting fixtures has been implemented?</p> <p>What are the variety of competitions?</p>	<p>Yes. Sports fixtures take place over the academic year.</p> <p>This year fixtures have included football, girls only football, dodgeball, cross-country, wheelchair basket ball, goal ball, cricket, tchoukball, netball.</p>
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Evaluation Signed off by...	
Head Teacher:	Rachel Colbourn
Date:	17/7/23
Subject Leader:	Conor McKeown
Date:	17/7/23
Governor:	Fiona Wrightson
Date:	17/7/23