

The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



At Badsworth School this reporting tool is used for multiple purposes:

- It enables us to effectively plan our use of the Primary PE and sport premium
- It helps us to meet the requirements (as set out in guidance) to publish information on our Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling us to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We also consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that our grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. We therefore use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium is not used to fund capital spend projects; the school's core budget funds these.



Review of last year's spend and key achievements (2022/2023)

Activity/Action	Impact	Comments
Equipment replenishment and development for OPAL.	Children are much more active and engaged during break and lunchtimes. Fewer issues regarding behaviour as children are occupied and have freedom of choice. Children are able to access the curriculum and scheme of work effectively as resources are in line with the units being taught.	Continued replenishment of equipment and OPAL equipment throughout the next academic year.
Olympic Athlete Visit	The children were inspired by the athlete who came to visit and were able to find out about what is needed to succeed in their area of expertise. The inspirational assemblies have lasting impacts on the children moving forward. They can see that hard-work/dedication/determination pay off and utilise this moving forward.	We will book another visit next year as parents and children have expressed their enjoyment of these sessions therefore taking into account pupil/parent voice. PE Lead to get in touch with past students from Badsworth School who have been successful in a sporting area and ask them to come and deliver similar sessions so that it is more relatable for the children.
After-school clubs	The children were able to experience a wider-range of activities (archery) which they would not usually have the opportunity to do otherwise. The children are exposed to wider opportunities which can encourage them to take up hobbies outside of school.	Action: To carry out a pupil survey to find out what the children would like to have as an after-school club next year which cannot be provided by staff.
Forest Schools	Pupils are now able to experience OAA and based on the planning the PE lead and Forest Schools team have done. We now have a developed Forest	Forest Schools will take place but less frequently next year. This will give some staff CPD in OAA for them to be able to then lead their own OAA

<p>Competitions (inter/intra)</p>	<p>School area which can be utilised and accessed by all classes. Children are able to experience things which they wouldn't necessarily have access to outside of school. As well as OAA skills, children develop so much in terms of leadership/team work/problem-solving which they are then able to apply to their everyday lives.</p> <p>This year, Badsworth School have participated in Five Towns, Minsthorpe Gold Package, local school, inter and intra school competitions. This had allowed most children from KS1 and KS2 to participate in competitive sport and experience games on a different, more challenging level. This year, we have been awarded Gold for our School Games Mark based on increased participation in sport.</p>	<p>sessions on den building etc.</p> <p>Competitions for next year are already in place. We will continue utilising the PE budget to buy into the Minsthorpe Gold Package. PE Lead to liaise with Ackworth Howard to plan the competitions throughout the year.</p>
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Key priorities and Planning

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
PSHE Scheme	All staff who are teaching from the scheme. All pupils who will be learning from the scheme.	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Children develop the understanding of the impact of physical activity and why it is necessary for physical and mental well-being	£150
Equipment	All children who are making use of the equipment both in lesson and break/lunch times. Staff are then able to deliver higher quality lessons using the appropriate equipment.	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	Children are much more active and engaged during break and lunchtimes. Fewer issues regarding behaviour as children are occupied and have freedom of choice. Children are able to access the curriculum and scheme of work effectively as resources are in line with the units being taught.	£5000
Olympic Athlete Visit	Children are inspired to join local clubs/persevere with their own sporting goal and see that success is achievable.	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	The children will be inspired by an athlete and are able to find out about what is needed to succeed in their area of expertise. The inspirational assemblies have lasting impacts on the children	£1250

<p>After-school Club</p>	<p>The children who can now access more activities and voice their opinions.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>moving forward. They can see that hard-work/dedication/determination pay off and utilise this moving forward.</p> <p>The children are able to experience a wider-range of activities (archery) which they would not usually have the opportunity to do otherwise. The lasting impact is that children are exposed to wider opportunities which can encourage them to take up hobbies outside of school.</p>	<p>£600</p>
<p>PE Conference (YSF)</p>	<p>The PE Lead and HT who then share good practice and necessary changes with school staff. Children who then also benefit from any training which is then put into practice.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>The PE Lead and HT are then able to share CPD and new PESSPA focuses to staff after the conference. Children then also benefit from any training which is then put into practice.</p>	<p>£150</p>
<p>SL/OPAL Time (supply)</p>	<p>PE SL for drop-ins/observations. Teaching staff being observed. Pupils who then benefit from</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>PE SL has the opportunity to observe/team-teach with staff based on their</p>	<p>£300</p>

<p>GETSET4PE Renewal</p>	<p>improved teaching practice.</p> <p>The staff who develop CPD using the planning and assessment tools. The pupils who then receive high quality teaching in PE.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>surveys from last year. Teachers will develop their CPD in PE with a focus on formative assessment opportunities. The lasting impact is staff confidence at delivering high-quality PE lessons to the children.</p> <p>Teaching staff develop their confidence in teaching PE. They are given detailed, high-quality lesson plans and assessment tools which means the delivery and assessment of PE is more accurate and effective.</p>	<p>£1100</p>
<p>Forest Schools</p>	<p>Staff CPD Development of OAA. Children experience a wider range of activities.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Pupils are able to experience OAA based on the planning the PE lead and Forest Schools team have done. Lasting impact is a forest schools area which the children can use linked to OPAL. Children are able to experience things which they wouldn't necessarily have access to or be able to outside of school. As well as OAA</p>	<p>£3575</p>

Competitions and Transport	Pupils from both KS1/KS2.	Key indicator 5: Increased participation in competitive sport	skills, children develop so much in terms of leadership/team work/problem-solving which they are then able to apply to their every day lives. Children are able to apply their learning in school to intra-school competitions. They also have the opportunity to compete against other schools where they develop sportsmanship, drive, physical ability and more.	£1000
Awards	Pupils from KS1/KS2	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Children have more drive and ambition to participate, perform and succeed when they know their achievements are being acknowledged.	£500
FITBEAT	All pupils	Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school	Children are much more active and engaged during lesson times. Fewer issues regarding behaviour as	£3800

		pupils undertake at least 30 minutes of physical activity a day in school	children are occupied and have freedom of choice. Children are able to access the curriculum in a fun and active way. Children who are less active/less willing to participate in competitions have the opportunity to participate in active learning.	
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Key achievements 2023-2024

Activity/Action	Impact	Comments
Competitions – inter and intra	Children have been able to apply their learning in school to intra and inter-school competitions. They also have had the opportunity to compete against other schools where they develop sportsmanship, drive, physical ability and more.	To continue next year – more budget will allocated to transport to and from events.
FITBEAT	Children have had the opportunity to experience active learning and have been more engaged in these lessons. Fewer issues regarding behaviour as children are occupied and have freedom of choice. Children have been able to access the curriculum in a fun and active way. Children who are less active/less willing to participate in competitions have had the opportunity to participate in active learning.	This will not continue next year, therefore CPD in active classrooms is essential.
Forest Schools	Pupils have been able to experience OAA based on the planning the PE lead and Forest Schools team have done. Lasting impact is a forest schools area which the children can use linked to OPAL. Children have been able to experience things which they wouldn't necessarily have access to or be able to do outside of school. As well as OAA skills, children have developed so much in terms of leadership/team work/problem-solving which they are then able to apply to their everyday lives.	To have staff from school train and lead outdoor learning in 24/25 so that it is sustainable. This will mean more of the budget can go towards other areas.

GETSET4PE Scheme	Teaching staff have developed their confidence in teaching PE. They are given detailed, high-quality lesson plans and assessment tools which means the delivery and assessment of PE is more accurate and effective.	To continue with GETSET4PE. Staff have shared that they feel confident using this scheme to teach high-quality PE lessons.
Equipment and Resources	Children have been much more active and engaged during break and lunchtimes. Fewer issues regarding behaviour as children are occupied and have freedom of choice. In lessons, children have been able to access the curriculum and scheme of work effectively as resources are in line with the units being taught. The proper resources have allowed for high-quality teaching.	Resources will need to be budgeted for again next year especially with OPAL and outdoor learning as well as PE equipment replenishment.

Swimming Data

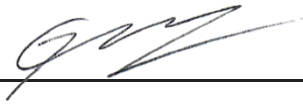
Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	93%	<i>The four children who have not met the expected standard are continuing their swimming lessons with the Y5 cohort every Friday until the standard is met.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	93%	<i>The four children who have not met the expected standard are continuing their swimming lessons with the Y5 cohort every Friday until the standard is met.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>93%</p>	<p><i>All the children have carried out the water safety lessons in which they wore clothes and performed self-rescue situations eg floating on backs and throwing out ropes etc. All children did this in the deep end and shallow end of the pool.</i></p>
<p>If your school's swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes/No</p>	<p><i>The school is already making the necessary accommodations to support the children who have not met the swimming standards.</i></p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p><i>The PE Lead has shared with the swimming staff the GETSET4PE swimming scheme where they can find lesson plans/teaching strategies and assessment tools if needed. The staff are also provided with targets and aims for the session by the Minsthorpe swimming staff.</i></p>

Signed off by:

Head Teacher:	<i>Jenny Griffiths</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Rachel Parkin</i>
Governor:	<i>Jono Gillespie</i> 
Date:	16/7/24