

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting

Birdwell Primary School 2023-24

Commissioned by



Department for Education

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It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>school</u>'.

Under the **Quality of Education** Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriatenessImplementation - Curriculum delivery, Teaching (pedagogy) and AssessmentImpact - 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 must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA)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 <u>gov.uk</u> for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools 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.

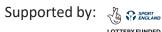
Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**

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.

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£17,630
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£17,640
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 0

Swimming Data

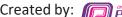
Please report on your Swimming Data below.

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 ondry land which you can then transfer to the pool when school swimming restarts.

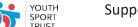
Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue evenif they do not fully meet the first two requirements of the NC programme of study

requirements of the NC programme of study	
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 2023. Please see note above	81%
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	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84%
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: £17,640	Date Updated:	September 2023	
Key indicator 1: The engagement of g	<u>all</u> pupils in regular physical activity – (Chief Medical Off	ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	east 30 minutes of physical activity a c	lay in school		12%
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:
Pupils to spend time purposefully and	, , , , , , , , , , , , , , , , , , ,	£13.25 x 38 =	Intended Impact & Monitoring	Year 5 and 6 children to be
actively at lunchtimes;	leaders running a weekly lunch time club for both key stages	£503.50	Monitor pupil participation in after school clubs at an individual and specific group level. Analysis	· · · · · · · · · · · · · · · · · · ·
Boys in KS2 to develop better	Targeted children to receive support	Freddie Fit cost		, and a second survey
teamwork skills and resilience in competitive games	for resilience through Freddie Fit	3 Sessions per year = £2432.	have opportunities to participate	Pupil voice to audit outcomes of play equipment and provision outdoors
Girls in KS2 to participate more	 Regular girls' football/basketball day	£5.25 x 38 =	Identify pupils who would	
frequently in competitive games at lunchtimes.	to be re-introduced for Fridays, with dedicated supervision		specifically benefit from attendance at clubs to promote a healthy lifestyle and liaise with	
Infant children to engage more frequently in creative and imaginative play.	Designated play equipment to be used every day by the school.	£750	families to encourage regular participation.	
Infant children to develop balance Children across the school to develop	infants at breaktime	£500	Liaise with staff to ensure restocking of play equipment linked to analysis of play	
individual ball skills for tennis, netball and basketball		£150	preferences of pupils.	













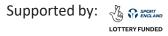


Children to be aware of their own fitness levels and improvement through regular, measured exercise. Children throughout the school to be offered to attend a sports club after school free of charge. Disadvantaged children to receive	' '	Total: £2,103	Restocking play equipment based on pupils' interests on a regular basis	
Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				12%
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:
Children to understand the benefits	Use of Motional to promote healthy	£505	Intended Impact & Monitoring	Children, who are Sport
part of their PSHE learning.	and active lifestyles, including mental health awareness Provide a breakfast club which promotes a healthy breakfast each day and an active start to the school day		Monitor pupil participation in breakfast club at an individual and specific group level. Analysis of pupil voice to demonstrate awareness and understanding of a healthy lifestyle. Pupil voice demonstrate that	Ambassadors in KS2, to write a half termly article to go in the newsletter to report to parents about what has happened that term regarding sport. Next academic year, new figureheads for House Teams to
inspired by, some famous sports men and women, as part of their cultural capital gained through our curriculum	upcoming school, national and	£250	children have a wider awareness	be selected by children from the previous year.













			Analysis shows there is a greater	
	New house figurehead linked to		uptake in engagement with	
	'wellbeing' _pillar of the curriculum		physical and sporting activities.	
	to be chosen.		Children recognise their	
			contributions towards sporting	
Every child to be able to identify	During lessons and assemblies	£500	achievements within and across	
improvements they have made to	pupils are able to talk about their		school. Children from different	
their physical and sporting ability.	personal sporting achievements and		demographics attend sporting	
	goals.	Total: £2,111	competitions in-line with each	
			other.	
	Sports leader to continue to			
	recognise sporting achievement			
	Subsidise after school sports clubs			
	so that children from disadvantaged			
	backgrounds do not miss out on			
	those opportunities.			
	Celebrations of sporting activities			
	communicated via school's			
	newsletter, website, celebration			
	assembly and Arbor to raise the			
	profile of P.E.			













Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and s	port	Percentage of total allocation:
				12%
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:
Teachers and TAs to become confident in maximising opportunities for pupils with SEND and pushing the gifted and talented at PE. To increase teacher confidence in assessing children using core tasks and develop school tracking grids which	through secondary school PE teachers to support our teachers to develop the subject knowledge they have identified, through joint planning, observations, coaching and mentoring. (This will happen once a term for a year for each full- time teacher) Staff meetings with a focus on improving staff's confidence in teaching a wide variety of skills and sports in PE	£52.50 x 38 = £2147 Total: £2147	Use of a 'before and after' Teacher survey to monitor their confidence levels in teaching the full Birdwell PE Curriculum. Quality of outcomes from learning walks and lesson observations demonstrate an increase in quality of T&L in PE, especially supporting the needs of SEND children.	confident to lead the PE curriculum in the next year (or two). Improve capacity in school for peer collaboration and an instructional coaching model
monitor				
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation:
				57%
Intent	Implementation		Impact	



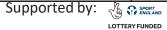






Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:	anocateu.	can they now do? What has	Hext steps.
what they need to learn and to	intentions.		changed?:	
consolidate through practice:			changea	
All children to partake in a range of	Provide a subsidy for disadvantaged		Intended Impact & Monitoring	As part of the Sports
sports and activities	child to attend school clubs	£300	Analysis shows that children are	Partnership, enter in
			•	competitions involving these
Each child to attend forest school to	Provide a subsidy for each child to		in a wider array of sports both	new sports
take part in a wide range of activities	attenu iorest scribor 5 x a year. Cost	£300 + £4500	inside and outside of school.	
3 times a year	of improvements within the forest	for renovations		
,	school area in school, including new			
	provision and resources.			
	Dalaca time for the abise staff and	£350		
Provide opportunity for a wide array	Release time for teaching staff and sports leaders to provide an	E330		
of enrichment activities/sports within	opportunity to teach			
school including: badminton, boccia,	sports/activities outside the PE			
orienteering and tag rugby.	curriculum in sports clubs and half			
	term clubs.			
Offer a wider range of sporting		-£31.50 x 38 =		
activities within and outside the	the children in the school including:	1197 (KS2)		
curriculum in order to encourage	Yoga, Multi-sports, Tag-Rugby	£31.50 x 38		
more children to become involved.	Tennis, Team Games, Football and	=1197 (KS1)		
Track and monitor participation in	Dance.	Total= £2394		
sports clubs. Use the data alongside	Termly monitoring of club up-take.			
discussions with pupils to plan clubs	PE Leader to discuss with class			
for next academic year.	teachers and speak directly with			
, , , , , , , , , , , , , , , , , , , ,	individual pupils as necessary to			
Invest in new sporting equipment to	encourage participation.			
aid the teaching of the new				
enrichment sports/activities	New equipment purchased the term	52000		
	before the new sport will be taught	£2000		
Additional adult support for children				
Croated by: (association for	All children able to take part in			









vith SEND to attend regular wimming lessons.	swimming lessons	£240	
		Total: £10,084	











Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				7%
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:
Continue affiliation to Hoyland Sports Partnership to enable children to access competitive sports festivals across the year. Children have the skills of resilience, perseverance and sporting attitude when participating in competitive sports.	every year accessing as many competitions as possible PE leader to discuss with Sports Leaders and put together a timetable for development of skills and techniques needed in time for the next competitive sport.	£350	Intended Impact & Monitoring Develop and implement the strategic monitoring of the amount of children that have taken part in a competitive sport. Raise awareness of sporting competitions across school to encourage participation for all.	To supplement the Hoyland Sports Partnership, create a Trust Sports Partnership for every school within the Trust to join and partake in.
Additional adult support for children with SEND to attend sporting competitions	Develop a termly KS2 inter-house competitions and cross-trust competitions Use of Motional resources are used effectively to develop the personal qualities needed to participate effectively as a team player and on an individual level. Children are able to articulate these learning behaviours.	£505		
	All children able to take part in a sporting competition at the level that suits them	£340 Total: £1,195		













Signed off by		
Head Teacher:	Steve Honeyman	
Date:	04.09.23	
Subject Leader:	Milly Hayton	
Date:	04.09.23	
Governor:	Emma Day	
Date:	04.09.23	











