

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting

Birdwell Primary School
2023-24

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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 school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - 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 gov.uk 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 [publish details](#) 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 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

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	81%
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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

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
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Please see note above

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84%
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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
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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: 2023/24		Total fund allocated: £17,640	Date Updated: September 2023	
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				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:
Pupils to spend time purposefully and actively at lunchtimes;	Sports leaders and playground leaders running a weekly lunch time club for both key stages	£13.25 x 38 = £503.50	Intended Impact & Monitoring Monitor pupil participation in after school clubs at an individual and specific group level. Analysis uptake to ensure that all pupils have opportunities to participate and are enthused to attend.	Year 5 and 6 children to be trained on how to run a lunch time club and daily mile club successfully
Boys in KS2 to develop better teamwork skills and resilience in competitive games	Targeted children to receive support for resilience through Freddie Fit Sessions.	Freddie Fit cost 3 Sessions per year = £2432.		Pupil voice to audit outcomes of play equipment and provision outdoors
Girls in KS2 to participate more frequently in competitive games at lunchtimes.	Regular girls' football/basketball day to be re-introduced for Fridays, with dedicated supervision	£5.25 x 38 = £199.50	Identify pupils who would specifically benefit from attendance at clubs to promote a healthy lifestyle and liaise with families to encourage regular participation.	
Infant children to engage more frequently in creative and imaginative play.	Designated play equipment to be used every day by the school.	£750		
Infant children to develop balance	Balance bikes to be available for infants at breaktime	£500	Liaise with staff to ensure restocking of play equipment linked to analysis of play preferences of pupils.	
Children across the school to develop individual ball skills for tennis, netball and basketball		£150		

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Children to be aware of their own fitness levels and improvement through regular, measured exercise.	Sufficient basketballs, netballs, tennis racquets & balls to be available each playtime	£5.25 x 38 = £199.50	Restocking play equipment based on pupils' interests on a regular basis	
Children throughout the school to be offered to attend a sports club after school free of charge.	Selected KS2 children to lead a daily mile every day in school during break times on a morning and afternoon for all children	(Supervision) Total: £2,103		
Disadvantaged children to receive free after school clubs and invites to sporting competitions.	50% of the school children take part in an after-school sports club			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school 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 of healthy eating and exercise, as part of their PSHE learning.	Use of Motional to promote healthy and active lifestyles, including mental health awareness	£505	Intended Impact & Monitoring 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 children have a wider awareness of famous sports men and women, including their aspirational qualities and wider impact on the world.	Children, who are Sport 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.
	Provide a breakfast club which promotes a healthy breakfast each day and an active start to the school day	£856		
Children to know about, and be inspired by, some famous sports men and women, as part of their cultural capital gained through our curriculum	Regular assemblies with login to PictureNews a set time to promote upcoming school, national and international sporting events and to teach children about some of the athletes/ players involved.	£250		Next academic year, new figureheads for House Teams to be selected by children from the previous year.

<p>Every child to be able to identify improvements they have made to their physical and sporting ability.</p>	<p>New house figurehead linked to 'wellbeing' _pillar of the curriculum to be chosen.</p> <p>During lessons and assemblies pupils are able to talk about their personal sporting achievements and goals.</p> <p>Sports leader to continue to recognise sporting achievement</p> <p>Subsidise after school sports clubs so that children from disadvantaged backgrounds do not miss out on those opportunities.</p> <p>Celebrations of sporting activities communicated via school's newsletter, website, celebration assembly and Arbor to raise the profile of P.E.</p>	<p>£500</p> <p>Total: £2,111</p>	<p>Analysis shows there is a greater uptake in engagement with physical and sporting activities. Children recognise their contributions towards sporting achievements within and across school. Children from different demographics attend sporting competitions in-line with each other.</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:
				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 to develop their subject knowledge in a wider range of new sports in the curriculum: badminton, athletic events, boccia, tennis, touch rugby and softball.	Network with specialist staff 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)	£52.50 x 38 = £2147 Total: £2147	Intended Impact & Monitoring 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. Children's outcomes on Insights demonstrate an increase in ARE for PE across the school.	Succession planning demonstrate that teachers feel confident to lead the PE curriculum in the next year (or two). Improve capacity in school for peer collaboration and an instructional coaching model to continue to raise the quality of teaching and learning in PE across the school.
Teachers and TAs to become confident in maximising opportunities for pupils with SEND and pushing the gifted and talented at PE.	PE subject leader to have a focus on how to adapt the lesson for both those with SEND and the gifted and talented.			
To increase teacher confidence in assessing children using core tasks and develop school tracking grids which monitor	PE Leader to lead CPD with staff to ensure confidence with tracking progress and attainment.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				57%
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>All children to partake in a range of sports and activities</p> <p>Each child to attend forest school to take part in a wide range of activities 3 times a year</p> <p>Provide opportunity for a wide array of enrichment activities/sports within school including: badminton, boccia, orienteering and tag rugby.</p> <p>Offer a wider range of sporting activities within and outside the curriculum in order to encourage more children to become involved.</p> <p>Track and monitor participation in sports clubs. Use the data alongside discussions with pupils to plan clubs for next academic year.</p> <p>Invest in new sporting equipment to aid the teaching of the new enrichment sports/activities</p> <p>Additional adult support for children</p>	<p>Provide a subsidy for disadvantaged child to attend school clubs</p> <p>Provide a subsidy for each child to attend forest school 3 x a year. Cost of improvements within the forest school area in school, including new provision and resources.</p> <p>Release time for teaching staff and sports leaders to provide an opportunity to teach sports/activities outside the PE curriculum in sports clubs and half term clubs.</p> <p>Provide a wide variety of clubs to all the children in the school including: Yoga, Multi-sports, Tag-Rugby Tennis, Team Games, Football and Dance.</p> <p>Termly monitoring of club up-take. PE Leader to discuss with class teachers and speak directly with individual pupils as necessary to encourage participation.</p> <p>New equipment purchased the term before the new sport will be taught</p> <p>All children able to take part in</p>	<p>£300</p> <p>£300 + £4500 for renovations</p> <p>£350</p> <p>-£31.50 x 38 = 1197 (KS2) £31.50 x 38 = 1197 (KS1) Total= £2394</p> <p>£2000</p>	<p>Intended Impact & Monitoring</p> <p>Analysis shows that children are more engaged in PE and taking part in a wider array of sports both inside and outside of school.</p>	<p>As part of the Sports Partnership, enter in competitions involving these new sports</p>

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

Key indicator 5: Increased participation 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.	Join Hoyland Sports Partnership every year accessing as many competitions as possible	£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.
Children have the skills of resilience, perseverance and sporting attitude when participating in competitive sports.	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.			
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.	£505		
	Children are able to articulate these learning behaviours.			
	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