

Primary PE Sport Grant Impact Report Sept'2021- Jul'22

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date: (from 2020-21)	Areas for further improvement and baseline evidence of need:
Use of the daily mile track Increased physical activity and greater access to sporting equipment Staff confidence and competence in delivering PE Increase in range and variety of sporting and physical opportunities and activities Increased amount, and regularity, of PE	Continue to increase the % of Y6 pupils who can swim a range of strokes and keep themselves safe (see % below) Continue to increase the number of pupils participating in competitive sport (intra and inter school). Establish regular physical/exercise habits (to reduce obesity rates which are in line with Bolton, but above national).

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	Jun 22 assessments = 70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Jun 22 assessments = 58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Jun 22 assessments = 58%
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?	Yes (for Y4).

* Information added on entry into Y6 and then amended at the end of the year.

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 students today and for the future.

Academic Year: 2021/22	Total fund allocated: £19390. Actual spend: £19099. Therefore, c/f £291			Date Updated: Jul 2022
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				
Percentage of total allocation: 10% (£1974)				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Embed the use of the daily mile (track) as a regular and integral part of supervised and 'free-play' physical activity time.	<ul style="list-style-type: none"> - Children (and families) to use the track before school...family challenge, etc launch - Reiterate to staff the importance of regular track use as part of class routines. Organise a re-launch competition to introduce new Ladybridge track records/ trophies eg. Speed record for 1 lap; stamina record for 7 laps (mile), etc. - Create noticeboard for running records: fastest and most improved times. - Organise half-termly data collection of the running track – who is using/not using it, etc - Include the daily mile track as part of sports day 	<p>£250 (trophies, stop watches)</p> <p>£100 (app annual)</p>	<p>No family challenge launch due to Covid-related restrictions (and the weather) - this will be added to next year's plan as the new SOW includes 'Active families'. Pupils competed within their classes, to achieve the 'Class record' for the quickest lap and also improve their own times. These records/times are displayed on the school sports' noticeboard, and pupils have regular opportunities to try and set a new fastest time.</p> <p>Pupils have also taken part in the government's WOW 'walk2school' initiative (pupils are rewarded for having at least 2 active trips a week.)</p>	<p>See 'Active families' section of new PE SOW.</p> <p>Continue to remind staff (and monitor) about the importance of the regular use of the mile track</p> <p>Continue to participate in walk to school initiative</p>
Increase and embed opportunities for physical activity.	<ul style="list-style-type: none"> - Introduce 'Active Wall' to Sports Champions, who will cascade information and demonstrate to pupils. Monitor use and tweak organisation as appropriate. - Maintain staggered break timetable - Provide break equipment tubs for all classes (new equipment). - Create a central lunchtime equipment storage (and back up store for easy continuation of activities) 	<p>£300 (£50 x 6) + £200</p> <p>£200 + £670 (KS1)</p>	<p>Active Wall well used throughout break and lunch times.</p> <p>High level of engagement in physical activity at break and lunch, with all equipment being well used.</p> <p>Sports Champions selected daily activities to organise at lunchtime, across both KS2 and KS1 – pupils responded well to this leadership and participated well.</p>	<p>Ensure all relevant staff and pupils are clear about how to switch on and access wall.</p>

	- Sports Champions to promote the use of fitness and adventure equipment. Demonstrate safe use and encourage children to use in the correct way during lunch time.			
To increase activity at lunchtime through playmaker activities.	- Train incoming sports champions to become play leaders (increased to 16), Sept 2021. - Purchase playmaker session cards	£284	PE subject leader now trained to deliver play leader training, which she delivered in the spring term. Sports Champions have access to playmaker cards and other activities, which they use as they need to, to support the activities they lead at lunch.	Elect new Sports Champions and ensure they receive appropriate training in September.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement Percentage of total allocation: 2% (£1000)

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to invite sporting-based role models into school to inspire pupils and promote engagement/love of sport.	- Ask pupils about which sports people they know/inspire them. - Research and network to identify local role-models that can visit school, and also approach national sports associations (including BOC) to see what they offer. - Arrange visits.	£1000	James Ketchell (explorer and adventurer) visited school and shared his physical tales, including cycling, rowing and flying around the world. This visit was inspiring, demonstrating to the pupils how far fitness and physical activity can take them. Contact with James was maintained throughout the year, including phone calls from Greenland. No other visitors due to DBS and insurance barriers	Continue to find sporting visitors to visit and inspire.
Work towards achieving the School Games Mark – bronze (as a measure of the quality and importance of games in school).	- Explore the criteria for School Games Mark Bronze. - Complete audit and application - Identify subsequent actions.	£0	School successfully achieved the Bronze Award in June 2022.	Begin to work towards the silver award – this focuses on more inter-school competitions and inclusion of pupils with SEND.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation: 32% (£6230)

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improve staff confidence and competence	Identify next CPD priority and organise/timetable (Aut'21)...premier sport Mon afternoon sessions Y2 Aut, Y5 Spr, Y6 Sum	£1520 x 3 terms = £4560	Y2, Y5 and Y6 staff received CPD through time with premier sport coaches across the year.	Organise appropriate gymnastics and dance CPD from visiting coaches.

	Prime Sports NW delivering afternoon sessions Y4 Sum1, Y3 Sum2 Identify specific CPD needs for Rec and Y1 staff and match to external provider Re-audit and evaluate staff sporting/PE expertise and skills (eg. In class and for clubs; modelling and supporting colleagues)	£720 £750 £200 (release)	Y3 and Y4 staff received CPD through time with Prime Sports NW during the summer term. Staff audit completed, with staff confidence in games increasing. Gymnastics and Dance are the aspects of PE that staff are least confident in teaching
--	--	------------------------------------	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 35% (£6820)

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to provide a wide range of extra-curricular physical activities/clubs (internal and external staff)	<ul style="list-style-type: none"> - Contact local providers - Book bikeability – ensure that all Y6 pupils can access (instructors and bike hire) Summer: Repeat the cycling/scooting experience for Y4 but mange it ourselves. - Autumn after-school clubs: Gymnastics, Football, Judo, Cheerleading, Boxercise - Autumn lunchtime clubs: Multi-activity club (KS1) - Spring after-school clubs: Gymnastics, Football, Rounders, Cheerleading, Netball - Spring lunchtime clubs: Premier sport led - Summer clubs: Badminton, Football, Rounders Netball, Hockey, Tag Rugby - Summer lunchtime clubs: Multi-activity club (KS1) Review the orienteering SOW to see how more children can access the course and more content can be covered. 	<ul style="list-style-type: none"> £20 x 40 = £800 £1020 (Premier) £520 (Judo) £1020 (Premier) £1020 (Premier) £390 (Prime Sports NW) 	<ul style="list-style-type: none"> Bikeability didn't take place due to lack of availability All autumn clubs took place, but some were limited to specific year groups, because of 'bubble' restrictions during the latter part of the autumn term. All spring clubs took place, but some were limited to specific year groups, because 'bubble' restrictions remained in place until the middle of the spring term. Most of the summer clubs took place. Badminton did not due to lack of interest. Overall, club uptake has been poorer than pre-covid times. Following a review of the scheme, tweaks were made to enable all KS2 pupils to participate in orienteering during the summer term. 	<ul style="list-style-type: none"> Book bikeability Survey the pupils about increasing lunchtime clubs (reducing after school) to encourage greater uptake. Plan clubs in light of survey responses.
Organise experience days to introduce children to a wider range of physical/sporting activities	<ul style="list-style-type: none"> Diwali dance day Quidditch Day (KS2) Inflatable assault course day 	<ul style="list-style-type: none"> £1000 £550 £350 	<ul style="list-style-type: none"> All pupils took part in the Diwali dance workshops as part of Diwali celebrations – pupils and staff thoroughly enjoyed 	<ul style="list-style-type: none"> Explore other experience days. Provide a longer wrestling

			<p>this and participated enthusiastically.</p> <p>- Quidditch Day (Y3-4) took place in the spring term (Jan), which was thoroughly enjoyed by the pupils.</p> <p>Inflatable assault course day didn't go ahead due to availability.</p> <p>Wrestling taster day took place, which the pupils thoroughly enjoyed, although pupils only had a short time.</p>	<p>session and then establish links with local club</p>
<p>Establish links with external physical activity providers and promote with clear signposting/pathways.</p>	<ul style="list-style-type: none"> - Survey pupils - Class Dojo message parents asking parents to share clubs, opportunities, contact details, etc - Search local area and identify providers - Contact providers re: information; visits to school; taster sessions, subsidy, etc 	£500 (release time)	<p>'Proud Clouds' have been established, which identify and celebrate pupils sporting achievements beyond school. A whole school assembly reinforced and celebrated these achievements in Jun'22.</p> <p>Gym club participants were provided with information about local gym clubs.</p> <p>A wrestling</p>	<p>Establish links with wrestling football and gym clubs, linked to planned activities in school.</p>

Key indicator 5: Increased participation in competitive sport Percentage of total allocation: 1% (£75)

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Participate in (and organise) regular competitive sporting events within school and against other schools.</p>	<ul style="list-style-type: none"> - Join 'Bolton Schools' group, enabling access and participation to a variety of sporting competitions across the year. - Sport champions to organise termly lunchtime competitions between houses. - Teachers to run a termly competition between houses linked to current PE unit of work. - Annual trophy ceremony. 	£75	<p>PE lead training attended by PE subject leader (Autumn) – clarity about access to competitions in Bolton.</p> <p>School has taken part in an Inter-school running competition, and pupils placed highly.</p> <p>All pupils have taken part in end of term competitions as part of PE SOW.</p> <p>Y3/4 pupils took part in a Quidditch tournament against other Bolton Schools (and they won all 4 of their games).</p> <p>Y4 pupils took part in a 'colour run'.</p> <p>Y3/4 pupils took part in a hockey competition, and performed well.</p> <p>Y3/4 girls took part in a rugby competition, and played well.</p>	<p>Aim to continue and extend the number of competitions to participate in. But this is dependent upon staff availability and willingness to escort pupils to competitions.</p>

Additional indicator: Additional swimming		Percentage of total allocation: 16% (£3000)		
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- To ensure all existing Y6 swimmers improve their use of strokes and increase their attainment by 10 metres thus increasing their confidence in water. - All non-swimmers improve water confidence and swimming ability.	- Arrange additional pool space and swimming instruction (from LA) for Y6 pupils who don't achieve Y6 swimming requirements. - Signpost Y6 parents to local swimming lessons (and contact swimming clubs for additional information).	£1500	Y5 (and some Y6) pupils attended swimming lessons in the summer term. Of the Y5 pupils that attended, 50% passed the KS2 swimming assessment	Repeat next year.
- To increase the % of pupils who can swim/attend swimming outside of school.	- Arrange additional pool space and swimming instruction (from LA) with a focus on intensive swimming sessions across a week/fortnight for Y4 pupils - Carry out a swimming audit of all pupils in school, in order that we can target key groups for additional swimming/signpost families to nearby lessons, etc.	£1500	Y4 pupils attended swimming lessons in the summer term. Of those that attended, 37% were able to swim 25m.	Repeat next year.