

St Bartholomew's C of E Primary School
PE and Sports Premium Provision and Expenditure Plan 2022-23



Academic Year: 2022/23		Total fund allocated: £20680 <i>Total cost £26550</i>	Date Updated: 15/11/22	
<p>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</p>				Percentage of total allocation:
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?
<p>All pupils are provided with a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy and active lifestyle</p> <p>All pupils consistently make healthy lifestyle choices.</p> <p>All pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</p> <p>There is a recognition of the benefits of Physical Activity by all stakeholders including how Physical Activity:</p> <ul style="list-style-type: none"> - has a huge impact on the cognitive function of the brain including retention and recall - improves leaning behaviours such as concentration levels and focus - supports pupils to develop better self- 	<p>Develop a clear Physical Activity policy which incorporates physical activity such as break-time activity and supervised play.</p> <p>Develop strategies so that pupils are consulted about the activities offered.</p> <p>Find out how active pupils are outside of school. Conduct a parent survey to find out how active pupils are in their own time.</p> <p>Explore and develop initiatives to increase opportunities for children to be active such as:</p> <ul style="list-style-type: none"> - Physically active breakfast club - Daily mile or equivalent - Structured lunchtime and break time play - Playground leaders supporting activity for their peers - Physically active after school clubs <p>Annual health week - opportunity to educate children in the value and benefits</p>		<p>West Leeds school sports organisations and access to Rhinos coaches. £1200</p> <p>£500 for break time equipment</p> <p>PE scheme £550</p> <p>Coaches for afterschool clubs £4875</p>	Sustainability and suggested next steps:

<p>belief and self-image - contributes to whole child development</p>	<p>of a healthy active lifestyle.</p> <p>Target and engage the least active pupils with interventions in school, encouraging physical activity and educating how to live a healthy lifestyle.</p> <p>Involve staff in physical activity to ensure all staff value being active.</p> <p>Weekly sports/activity clubs</p> <p>Increase physical activity opportunities in After School Club</p> <p>PA sessions for all children timetabled in the MUGA</p> <p>Installation of outside gym encouraging children to be active at break/lunch times.</p> <p>Resources provided daily to support physical activity at break and lunchtimes</p> <p>Timetabled daily physical activity.</p> <p>PE scheme purchased – a wider range of sports planned for the year.</p>			
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>%</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p>PE, sport and physical activity are a central part of the school development plan. The context of PE, sport and physical activity is used across the curriculum and the skills and positive values of this subject area are integrated into the school ethos. The profile of PE, sport and physical activity is raised across the school and is seen as a tool for whole-school improvement.</p> <p>There is a recognition that:</p> <ul style="list-style-type: none"> - Highly active pupils will attain better, research has proved that after 20 minutes of moving, pupils grow new brain cells and have higher concentration levels; the more we can get our pupils to move, the higher they will attain. - PE, sport and physical activity gives us the opportunity to teach life skills such as cooperation, reliance and responsibility. We use Physical Education as a true cross-curricular approach to allow our children to develop the skills they require for lifelong learning. - PE, sport and physical activity can be used to develop the whole person including thinking, social and personal skills. - PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement. - PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance. 	<p>Develop a clear vision statement which is included in the school's aims that recognises the value and impact of high quality PE, sport and physical activity which pupils and parents understand and have contributed to.</p> <p>Develop a detailed PE, sport and physical activity development plan with short and long term targets that enable all pupils (including target groups) to progress and achieve. Align this with the school development plan to have a positive impact. Know the targets on the school development plan so that PE, sport and physical activity actions can align with the overall aims and objectives of the school.</p> <p>Ensure that the member of staff leading PE, sport and physical activity is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents.</p> <p>Ensure PE, sport and physical activity is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p> <p>Develop the use of sporting role models as a tool to engage and raise achievement.</p> <p>Develop the use of PE, sport and physical activity opportunities to target punctuality. Providing a wide range of opportunities for pupils to be active before school. This will encourage pupils to come to school on time.</p> <p>Develop the use of PE, sport and physical activity opportunities to improve behaviour. For example, by developing life skills in PE we can celebrate the learning of</p>			
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	<p>the whole child. If pupils develop skills such as respect, it will help improve their behaviour.</p> <p>Celebrate PE, sport and physical activity opportunities:</p> <ul style="list-style-type: none"> - during assemblies - celebrate physical successes that happen outside of school. Create a display for pupils to showcase their sports and Physical Activities outside of school. This will encourage others to be active and raise the status of PE. <p>Develop opportunities to collate pupil, staff and parent voice.</p> <p>Weekly updates to parents in newsletter/on website</p> <p>Invite more taster sessions/assemblies.</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:
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>Raise the quality of learning and teaching in PE, sport and physical activity by providing support to deliver broad, balanced and inclusive high quality PE, sport and physical activity provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>To ensure that:</p> <ul style="list-style-type: none"> - All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding. - Teaching and learning styles are matched to lesson content and to encourage all pupils to participate. - All pupils make good progress which is clearly reported to parents or carers. - Assessment involves pupils fully and identifies and celebrates their achievements - Where coaches are used, they are encouraged to deliver the school PE curriculum and to increasingly involve teaching staff supporting lessons to increase their confidence in delivery of the subject. - The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high-quality PE. - 1:1 lesson observations to monitor staff effectiveness and confidence take place - Questionnaires are used to monitor pupil and staff attitudes towards progression in PE 	<p>Example actions to achieve the intent:</p> <p>Developing the confidence of all staff in teaching PE, to ensure the children have a much more exhilarating experience of PE.</p> <p>To provide cover staff to release teachers for professional development in PE, sport and physical activity.</p> <p>To procure quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport</p> <p>To quality assure the work of sports coaches and instructors employed to coach in PE lessons and after-school sports clubs.</p> <p>To monitor the use of schemes and whole school PE coverage</p> <p>To develop the PE curriculum to ensure lessons link to the multi-skills and follow a mastery approach which is progressive, challenges the whole child and meets the needs of staff and pupils in school.</p> <p>To observe PE lessons across school to enable an exact picture of PE to be developed and to understand if further support and development is necessary</p> <p>To pay for pool hire and instruction to provide additional swimming lessons for those pupils unable to swim by the end of Year 6.</p> <p>To find out how staff feel about PE and support their specific needs through completing a questionnaire</p>	<p>Full time PE assistant - £6350 contribution</p> <p>Rhinos coach - £1200 (mentioned above)</p> <p>Extra swimming (£2400)</p> <p>Coaches providing CPD £4875</p>		
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	<p>To assess and celebrate the learning of all pupils, by monitoring pupil attainment</p> <p>Employ a full time sports LSA to work alongside staff to deliver and assess the curriculum throughout the year.</p> <p>SLA with Leeds Rhinos to provide specialist interventions.</p> <p>Qualified sports coaches to teach/support teachers in KS1 to increase staff confidence in PE.</p> <p>Termly staff meetings CPD opportunities for staff as appropriate, including termly PE leadership support days.</p>			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

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?:
All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports and activities is available, including opportunities for ALL pupils, through a programme that both responds to demand and introduces sports and activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with.	<p>To ensure that ALL pupils experience a broader range of sports and activities. All UKS2 to go mountain biking/BMX riding. All LKS2 to go ice skating.</p> <p>To provide opportunities for ALL pupils including SEND, the least confident and the least active to attend exciting, varied and a new range of activities. Attend inclusion event each half term.</p> <p>Explore local opportunities and build links</p>	<p>Equipment £1000</p> <p>Ice skating £1800</p> <p>Mountain Biking/BMX riding £3000</p>	Sustainability and suggested next steps:

<p>An outstanding range of traditional, new and alternative sporting activities are offered before, during and after school which:</p> <ul style="list-style-type: none"> - Extend - activities that build and develop on existing curriculum activities, e.g. non team based clubs, clubs for more able - Enable - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity, breakfast clubs - Enrich - these activities offer a range of new opportunities, e.g. cycling, bowling <p>School Club Links and Community Provision</p> <ul style="list-style-type: none"> - Excellent partnerships with other providers - Formal links with sports clubs and external sporting organisations are in place which enable pupils to extend their participation and have access to specialist coaches and facilities 	<p>with local community sports clubs through our SGO and other key partners.</p> <p>To establish strong, sustainable partnerships with local community sports clubs where no links have been made in the past.</p> <p>To develop a Community Sport Board which identifies clear pathways and links to local opportunities</p> <p>To celebrate pupils' achievements:</p> <ul style="list-style-type: none"> - Pupils to take photos of themselves taking part in their favourite activities and/or sports for noticeboard - Celebrate success through newsletters, assemblies etc <p>Local clubs taster sessions with links to local clubs.</p> <p>Cricket in the classroom for year 6.</p> <p>New equipment purchased to allow children to participate in a variety of new sports.</p> <p>To participate in a wider range of events and competitions.</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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>Sports competitions can provide positive outcomes for young people but also have the capacity to foster negative outcomes. A positive experience can support the physical, emotional, social and personal development of a young person and encourage life-long enjoyment and engagement in physical activity. This includes developing important life skills such as leadership, teamwork, empathy and conflict resolution. In contrast, without careful planning, sports competitions can promote overly aggressive behaviour, rejection, fear of failure and the development of a negative mindset.</p> <p>To ensure a positive experience for ALL pupils, as a school, we consider the PRINCIPLES OF COMPETITION</p> <ol style="list-style-type: none"> The young person's motivation, competence and confidence are at the centre of the competition. The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result). Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition. 	<p>To develop an inclusive competition framework which offers a wide range of competitive opportunities through extra-curricular activities that enable pupils to compete at a personal level (personal best), intra and inter level. Competitive sport fixtures are played at all levels to cater for the different needs of children, providing safe, challenging and healthy competitions</p> <p>Develop a process for:</p> <ol style="list-style-type: none"> Selection: Thinking about who in school needs the benefits of competition the most to support their personal development? Preparation: Preparing young people to be competition ready – a competition is much more than an isolated event. Ensuring time is spent building confidence and knowledge as well as developing physical competence. Supporting a positive experience: Through creating a supportive environment that focuses on the process as opposed to final standings or who lifts the trophy. <p>To provide an opportunity for ALL pupils to have represented the school</p>	<p>On-going mini bus costs.</p> <p>WSSL (mentioned above)</p>		

<p>4. The environment is safe and creates opportunities to learn and maximise social development.</p> <p>5. The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition.</p> <p>We also consider that competition can take place in a variety of settings and environments such as:</p> <p>Personal Best – competition against oneself</p> <p>Intra – competition taking place within school</p> <p>Inter – competition with other schools</p> <p>County – competition with others across the county</p> <p>Virtual – using virtual platforms to stimulate competition</p>	<p>To develop a system to monitor participation.</p> <p>Make competition a time to celebrate. To make a big deal of all competitions by celebrating them in assemblies and displaying reports around the school.</p> <p>SLA with Cluster Partnership and Rhinos provides a range of inter/intra and virtual competitions.</p> <p>Regular involvement in competitions and events throughout the year</p> <p>Cover provided for PE coordinator to take children to events.</p> <p>Two mini buses to allow more participants at events.</p>			
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Signed off by	
Head Teacher:	Jane Wainwright
Date:	
Subject Leader:	Tom Blackburn
Date:	15/11/2022
Governor:	Sheila Banks
Date:	