

St Bartholomew's C of E Primary School  
PE and Sports Premium Provision and Expenditure Plan 2023-24



<b>Academic Year:</b> 2023/24	<b>Total fund allocated:</b> £20,410 <i>Total cost £21,675</i>	<b>Date Updated:</b> 16/07/24		
<b>Key indicator 1:</b> 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:  22%
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><b>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</b></p> <p>We encourage all pupils to consistently make healthy lifestyle choices.</p> <p>We aspire for 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> <p>- has a huge impact on the cognitive function of the brain including retention and</p>	<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>Pupil parliament used to come up with ideas for lunch time and break time activities.</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> <p>Physically active breakfast club</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>	<p>There is a physically active culture and ethos throughout the school.</p> <p>The school provides opportunities for pupils to be active for 30 minutes during the school day (break times and lunch times)</p> <p>Sports leaders and staff encourage pupils to be active. Equipment and resources are easily accessible and are available for break times which has resulted in activities being set up quickly and effectively.</p> <p>Pupil voice has supported the development of Physical Activity. Pupils asked for more variety of afterschool sports clubs which we are now offering.</p>	<p>To continue the development of sports leaders. To provide a wider range of activities at break and lunch.</p> <p>To create more sports leaders across school and develop Year 4 sports leaders.</p> <p>To continue to offer a variety of after school clubs.</p>

<p>recall</p> <ul style="list-style-type: none"> <li>- improves leaning behaviours such as concentration levels and focus</li> <li>- supports pupils to develop better self-belief and self-image</li> <li>- contributes to whole child development</li> </ul>	<ul style="list-style-type: none"> <li>- Structured lunchtime and break time play</li> <li>- Playground leaders supporting activity for their peers</li> <li>- Physically active after school clubs</li> </ul> <p>Annual health week - opportunity to educate children in the value and benefits 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>		<p>Timetabled activities in the MUGA at break times provides variety of activities and has allowed different children to take part.</p> <p>The school offers opportunities for pupils to participate in physical activities before the school day in breakfast club.</p> <p>The school offers daily opportunities for pupils to participate in physical activities after the school day. There has been a variety of clubs to try and encourage pupils to take part. The clubs have been available for Year 2-Year 6 pupils. Quote from pupil “I have really enjoyed going to clubs this year. I have had the opportunity to take part in lots of different sports. I am looking forward to signing up to clubs next year.”</p> <p>There is a targeted intervention programme. Of those children who have been targeted the majority are now taking more of an active role in physical education lessons. They have a more positive outlook of physical activity and can explain ways of how to live a healthy balanced lifestyle. Teachers have commented on the positive affects the intervention has had on the children and they have become more motivated and have a more positive outlook in other areas of the curriculum.</p> <p>Positive attitudes towards healthy and active lifestyles are evident among pupils and staff and are extended to families</p> <p>Attended staff events which has allowed staff to be more active and</p>	
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			boost well-being and morale within the team.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
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<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	29%
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><b>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.</b></p> <p>There is a recognition that:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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</li> </ul>	<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</p>	<p>Full time PE assistant – Delivers interventions - £6350 contribution</p>	<p>There is a clear vision which is articulated by school leaders and PE, sport and physical activity have a high profile in the school.</p> <p>There is PE, sport and physical activity ethos and culture in the school and there is evidence of PE, sport and physical activity being used across the school.</p> <p>There is strong leadership and management of PE, sport and physical activity. The PE Subject Leader is highly skilled, able to motivate staff and has the support of the Headteacher, staff, governors and pupils.</p> <p>PE, sport and physical activity have a high profile and are celebrated across the life of the school. It is celebrated and included in school newsletters, assemblies, social media and is featured on school noticeboards.</p>	<p>To continue to offer CPD for staff.</p> <p>To continue to develop sports leaders.</p> <p>To continue to offer support to staff.</p>

<p>develop the skills they require for lifelong learning.</p> <p>- PE, sport and physical activity can be used to develop the whole person including thinking, social and personal skills.</p> <p>- PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement.</p> <p>- PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance.</p>	<p>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>Provide assemblies with local professional athletes.</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 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"> <li>- during assemblies</li> <li>- 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.</li> </ul> <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>		<p>The importance of personal development (physical skills, thinking skills, social skills and personal skills) are prevalent throughout PE, sport and physical activity. Pupils learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. Pupils demonstrate:</p> <ul style="list-style-type: none"> <li>*Fairness and respect</li> <li>*Resilience</li> <li>*Leadership</li> <li>*Excellent communication skills</li> <li>*Trust</li> <li>*Tolerance</li> <li>*Independence</li> <li>*Cooperation</li> <li>*Loyalty</li> <li>*Acceptance of responsibility</li> </ul> <p>Pupil, staff and parent voice are regularly monitored and considered.</p> <p>Display board used to showcase sport inside and outside of school.</p> <p>Taster sessions have provided more opportunities for children to take part in some of these have been at local clubs to make children aware of opportunities around them.</p> <p>Values linked to the school's vision.</p> <p>Believe Achieve Respect Together Succeed.</p> <p>Children know if they believe they can achieve their goals. They show respect when playing sports. The children work together as a team when competing in sport and the children have succeeded in events out of school.</p>	
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	Pupils rewarded with sports equipment such as footballs to students with the most points on our behaviour system.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
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><b>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.</b></p> <p>To ensure that:</p> <ul style="list-style-type: none"> <li>- All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding.</li> <li>- Teaching and learning styles are matched to lesson content and to encourage all pupils</li> </ul>	<p><b>Example actions to achieve the intent:</b></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</p>	<p>Full time PE assistant - £6350 contribution (mentioned above)</p> <p>Rhinos coach – (£1200 mentioned above)</p> <p>Extra swimming £2400</p> <p>Coaches providing</p>	<p>The confidence, knowledge and skills of staff in teaching PE, sport and physical activity have increased, this has been evidenced through lesson observations and feedback. Staff are more confident teaching PE and find the scheme simple to follow.</p> <p>School staff are better equipped/ more confident to teach PE in school. All teachers of Physical Education use an age appropriate, sequential Physical Education Curriculum that is consistent</p>	<p>To provide CPD to staff – Focussing on warm ups.</p> <p>To continue to monitor lessons.</p> <p>To support staff with specialists sports coaches.</p> <p>Extra swimming to continue to increase amount of children reaching national expectations.</p>

<p>to participate.</p> <ul style="list-style-type: none"> <li>- All pupils make good progress which is clearly reported to parents or carers.</li> <li>- Assessment involves pupils fully and identifies and celebrates their achievements</li> <li>- 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.</li> <li>- 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.</li> <li>- 1:1 lesson observations to monitor staff effectiveness and confidence take place</li> <li>- Questionnaires are used to monitor pupil and staff attitudes towards progression in PE</li> </ul>	<p>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>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>(CPD £4875 mentioned above)</p>	<p>with national standards.</p> <p>A high majority of pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons.</p> <p>PE leader given time out of class to observe teachers and interview pupils. This allows leader to adapt planning and support teachers.</p> <p>The teaching and learning of PE is good. Most staff are confident and competent to deliver high quality and the quality of all lessons is good.</p> <p>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.</p> <p>Questionnaires/interviews inform us that pupils enjoy their PE lessons. Quote from child. "I love PE lessons and I feel like I have developed as an athlete. I have enjoyed the variety of sports and I am looking forward to swimming next year."</p> <p>Resources for PE are appropriate and used effectively. Equipment updated to ensure all equipment is appropriate for the lesson.</p> <p>The school provides regular swimming lessons to enable all pupils to exceed</p>	
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	Termly staff meetings CPD opportunities for staff as appropriate, including termly PE leadership support days.		<p>minimum expectations for swimming by the end of Key Stage 2.</p> <p>There is a targeted intervention programme which has identified pupils who are inactive or less engaged with PE lessons.</p> <p>Coaches provided outstanding lessons to KS1 providing KS1 staff with support to teach high quality PE lessons.</p> <p>PE leader has attended all Leeds Well Schools meeting which has given them ideas to progress the curriculum and engage more pupils</p>	
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation: 27%
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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?:
<b>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.</b>	<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 with local community sports clubs</p>	<p>Equipment £1000</p> <p>Ice skating £1800</p> <p>Mountain Biking/BMX riding £3000</p>	<p>The school provides a rich, varied and inclusive school sport and physical activity offer as an extension of the curriculum. All KS2 pupils have either been Mountain biking or Ice skating this year.</p> <p>All pupils can access a broad offer of school sport activities. Afterschool club have been on each night afterschool and a variety of different sports have been offered.</p>
			<p>Sustainability and suggested next steps:</p> <p>To continue to attend a variety of sporting events.</p> <p>To continue enrichment of Ice skating and mountain biking.</p> <p>To continue going to SEND events.</p> <p>To actively look for new opportunities for our children.</p>



<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"> <li>- <b>Extend</b> - activities that build and develop on existing curriculum activities, e.g. non team based clubs, clubs for more able</li> <li>- <b>Enable</b> - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity, breakfast clubs</li> <li>- <b>Enrich</b> - these activities offer a range of new opportunities, e.g. cycling, bowling</li> </ul> <p><b>School Club Links and Community Provision</b></p> <ul style="list-style-type: none"> <li>- Excellent partnerships with other providers</li> <li>- 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</li> </ul>	<p>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"> <li>- Pupils to take photos of themselves taking part in their favourite activities and/or sports for noticeboard</li> <li>- Celebrate success through newsletters, assemblies etc</li> </ul> <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>		<p>Numerous young people represent the school and are part of community clubs that the school has links with. These opportunities promote citizenship within the local community and help support pupils to make positive contributions to their local area. We publish local opportunities on our social media platforms.</p> <p>Finding activities locally, has resulted in more pupils engaging in activities and sport outside of school. Some children have joined the local football/rugby teams.</p> <p>We have continued to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</p> <p>Pupils' achievements are celebrated and shared with parents or carers.</p> <p>Been part of the Ten Project which provided children with 10 hours of tennis coaching as well as free equipment. This had a link with the local tennis club which provided free coaching on the weekend which some of our children have taken the up the opportunity.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	0%
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><b>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.</b></p> <p>To ensure a positive experience for ALL pupils, as a school, we consider the <b>PRINCIPLES OF COMPETITION</b></p> <ol style="list-style-type: none"> <li>The young person's motivation, competence and confidence are at the centre of the competition.</li> <li>The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result).</li> <li>Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition.</li> </ol>	<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"> <li><b>Selection:</b> Thinking about who in school needs the benefits of competition the most to support their personal development?</li> <li><b>Preparation:</b> 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.</li> <li><b>Supporting a positive experience:</b> Through creating a supportive environment that focuses on the process as opposed to final standings or who lifts the trophy.</li> </ol> <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>More children attending extra-curricular sports.</p> <p>An increase number of children accessing sporting events outside of school. We have accessed come and try events as well as competitive events to allow a variety of pupils to attend.</p> <p>SEN events attended throughout the year to provide wider opportunities.</p> <p>There is a recognition in school that competition is important as it is a life skill in itself. Competition done well makes children well, makes children secure in themselves and have that self-motivation to want to achieve more.</p> <p>Cover and management time for PE leader has allowed more opportunities for children to access events.</p>	<p>To continue to attended sporting events.</p> <p>Take two teams to events when the opportunity is there.</p> <p>To continue the development of intra competitions.</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><b>Personal Best</b> – competition against oneself</p> <p><b>Intra</b> – competition taking place within school</p> <p><b>Inter</b> – competition with other schools</p> <p><b>County</b> – competition with others across the county</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 and intra 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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Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	59%
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.	80%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	74%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes

Signed off by	
Head Teacher:	Jane Wainwright
Date:	16/07/2024
Subject Leader:	Tom Blackburn
Date:	16/07/2024
Governor:	Sheila Banks
Date:	16/07/2024