



Bolshaw Primary School



Evidencing the impact of the PE and Sport Premium 2022-2023

Amount of Grant Received	£ (£2,788 - unspent grant b/fd)	Amount of Grant Spent	£7425	Date: 20.07.23	Updated July 2023 Review date September 2024
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RAG rated progress:

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| <ul style="list-style-type: none"> ● Red - needs addressing ● Amber - addressing but further improvement needed | <ul style="list-style-type: none"> ● Green – achieving hg consistently ● Purple – unable to meet target due to Covid 19 restrictions |
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As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.

Meeting national curriculum requirements for swimming and water safety	
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	57%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	67%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	57%
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

Key indicator 1: The engagement of all 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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20 (affected due to COVID)	20/21 (affected due to COVID)	21/22	22/23	23/24
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> • Daily Mile • Young Ambassadors • Individual Physical Activity Challenges • Wake Up Shake Up • Go Noodle • Just Dance • Cosmic Kids • National Skipping Day (25th March) • DRUHM Workshop (24th March) • Creative Forest Schools • Sports Provision • Bikeability • Red January - Active challenges 	Part of SHAPES package. £425 £1,767	To improve fitness levels across school. To increase engagement of all pupils. To increase enjoyment of pupils during physical activity. To increase daily activity of all pupils. Promote and develop mindfulness, well-being, agility, balance and coordination.	Monitor usage across the school. Monitor and purchase new equipment.							

Lunches & playtimes	<ul style="list-style-type: none"> • Young Ambassadors (2022 - Y6 only) organizing structured games at lunchtimes. • Playground equipment. 	Part of SHAPES package.	<p>To increase school physical activity.</p> <p>To observe fewer behavioral incidents at lunchtime.</p>	<p>Evaluate impact of Young Ambassadors.</p> <p>Evaluate Active play through storytelling programme.</p> <p>Monitor equipment as necessary.</p>							
Extra-curricular (Breakfast & After school clubs)	<ul style="list-style-type: none"> • Mini-sports (KS1 and LKS2) • Archery Club • Yoga • Coaches for lunchtime activities and skills. • Use coaches to provide extra-curricular activities - football, netball, dodgeball. • Living Streets - Walk to School Campaign • Audit, plan and develop inclusive school, lunch and after school activities using volunteers, staff and coaches, as well as young leaders. • Increase the number and range of extra-curricular opportunities impacted due to COVID. • Develop and 	<p>£Paid by parents See above.</p> <p>Free</p>	<p>To increase motivation and participation in active sports.</p> <p>To give pupils opportunities for sports that are not usually available.</p>	<p>Evaluate impact of after-school clubs through pupil voice.</p> <p>Extra-curricular opportunities include those for our SEND pupils which responds to their wants and needs.</p> <p>Engagement at break and lunch times increases.</p> <p>Increased staffing capacity at lunchtime.</p> <p>To improve pupil attitudes towards PESSPA.</p>							

	implement a young sports leaders' programme.										
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Key indicator 2: Raising the profile of PE & Whole School Improvement
- The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20 (affected due to COVID)	20/21 (affected due to COVID)	21/22	22/23	23/24
Attendance & Punctuality	<ul style="list-style-type: none"> Target pupils for active intervention programmes. Pupil premium events - Chill Factor (14th March) Fitness and well-being days - National Skipping Day 	£PP funding used	New interventions to begin Autumn 1 and continue into following years.	PE, physical activity & school sport contribute to improvement in attendance & behaviour for targeted groups							
Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> Active curriculum Whole school approach to rewarding physically active & sports 		Pupils taking a more active role in their physical health Frequent movement breaks throughout the day for all pupils	To continue to develop an active curriculum. Pupil concentration,							

	<p>achievements e.g. assemblies, young ambassadors</p> <ul style="list-style-type: none"> ● Pupil premium events ● Playground equipment ● Daily Mile ● Use of - Wake Up/Shake Up, Go Noodle, Just Dance, Cosmic Kids ● Fitness Days - National Skipping Day 		<p>to develop active minds for learning</p>	<p>commitment and self-esteem enhanced.</p> <p>Playground equipment and Young Ambassadors to continue as motivational tools.</p>								
Improving Academic Achievement	<ul style="list-style-type: none"> ● Active curriculum ● Whole school approach to rewarding physically active & sports achievements e.g. assemblies, Young Ambassadors 		<p>Staff include physical activity links across subjects.</p>									
Health & Well Being/SMSC	<ul style="list-style-type: none"> ● Spirit of the games values linked with Bolshaw HEART values. ● Whole school approach to rewarding physically active & sports achievements e.g. assemblies, Young Ambassadors. ● Celebrating success through newsletters, website & social media ● Develop positive attitude to PESSPA. 		<p>The pupils understand and can discuss the importance of PESSPA and healthy eating to their overall development.</p> <p>Pupils to become more aware and responsible of being physically active.</p> <p>SEND children are given specific gross-motor interventions to enhance skills.</p>	<p>School values ethos are complemented by sporting values.</p> <p>Pupils understand the contribution of PESSPA to their overall development.</p> <p>Provide intervention if necessary.</p> <p>Continue to provide SEND interventions.</p>								

Key indicator 3: High Quality Teaching

- Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20 (affected by COVID)	20/21 (affected by COVID)	21/22	22/23
Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this)	<ul style="list-style-type: none"> Ensure all pupils access: EYFS - TBC KS1 - 2 x 45 minutes KS2 - 2 x 60 minute PE lessons a week. 		Pupil's consistently achieving NC outcomes	Monitor/Observations Evaluate use of GetSet4PE and impact on learning (July 2022).						
Review the quality of teaching & consider best way of allocating CPD from PE specialist, courses & other sources	<ul style="list-style-type: none"> Develop & implement a professional learning plan for the needs of all staff. 		Staff access support to achieve confidence to teach high quality lessons increased.	Continue to develop CPD schedule using the needs of the staff. Monitor/observations						
PE Coordinator allocated time for planning & review	<ul style="list-style-type: none"> PE coordinator to organise sports opportunities, monitor provision, update and complete 		The profile of PESSPA is beginning to be raised and organised across the whole school after impact of	Continue to evaluate provision.						

	paperwork.		COVID.								
Review supporting resources	<ul style="list-style-type: none"> ● GetSet4PE - SoW 22/23 ● SHAPES - 22/23 ● GetSet4PE - SoW 	£550 £2,300 £440 £2,300 £2,300 £440	Teachers have a clear guide to their planning and sequence of lessons. Confidence is beginning to be seen to increase.	Review at end of year the impact of new SoW. Pupil Voice and Staff Voice.							
Review of PE equipment to support quality delivery	<ul style="list-style-type: none"> ● Stock check of current equipment. ● Purchase new equipment using GS4PE inventory. ● Sustainability of PE equipment. ● Purchase new storage for hall. ● Purchase new lunchtime equipment. 	£970.30 £1,576.66 See above.	Staff have the necessary equipment and can access it easily. Higher quality learning.	Termly audits of equipment and weekly checks on storage.							
Targets relating to PE delivery being encouraged to form part of performance management	<ul style="list-style-type: none"> ● To discuss with SLT possibility of adding PESSPA performance management targets. 		All staff become champions of PE	To develop staff confidence and delivery of PE leading to development of skills across year groups.							
Support TA's & other adults to access relevant CPD to enhance the school PESS workforce	<ul style="list-style-type: none"> ● PE Lead to research CPD for Support Staff and signpost TA's/HLTA's to GetSet4PE online workshops/SHAPES CPD 		HLTA has developed skills in Dance and Gymnastics - greater confidence in supporting in lessons.	Encourage TA to deliver small parts of lessons and provide greater learning for small groups. To share knowledge with other TAs.							

Develop an assessment programme for PE to monitor progress	<ul style="list-style-type: none"> • Use GetSet4PE assessment scheme. • Train teachers and HLTA's how to use assessment framework. 		Improved teacher planning through knowledge of children's levels.	Share assessment data with children to show where they need to improve. Introduce an opportunity for children to self and peer assess.							
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Key indicator 4: Broader Range of Activities

- *Broader experience of a range of sports and activities offered to all pupils*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20 (affected by COVID)	20/21 (affected by COVID)	21/22	22/23	23/24
Review extra-curricular offer	<ul style="list-style-type: none"> • Develop offer to ensure each year group & gender are catered for e.g. festivals, health & activity weeks, school challenge, family challenge, Be Inspired Challenges, School Games 			Aim for all children to experience 1 new activity each year. To encourage more children to take part in extra-curricular activities.							

Review extra-curricular activity balance	<ul style="list-style-type: none"> ● Develop an offer to include a broad range of activities. ● To extend the activities on offer. ● Develop an offer, using Pupil Voice, to ensure all years groups and genders are catered for. ● Employ coaches to deliver programmes ensuring consistency and positive relationships. 			Encourage more staff to get involved in after-school clubs.							
Review offer for SEND pupils	<ul style="list-style-type: none"> ● Develop offer to be inclusive e.g. SHAPES SEND Programme 		<p>Ensure staff are aware of SEND children's needs and are planning for them where necessary.</p> <p>Staff follow STEPS planning.</p> <p>TAs available to help support SEND children in clubs.</p>	<p>Continue to encourage staff to use STEPS in catering for SEND children.</p> <p>Continue to develop an offer to be inclusive e.g. ensuring TAs available to support SEND children and to support inclusion in clubs.</p>							
Target inactive pupils	<ul style="list-style-type: none"> ● Develop intervention programmes. ● Use assessment data from PE scheme. 			<p>Ensure Daily Mile occurs.</p> <p>Use Wake Up Shake Up</p>							

Key indicator 5: Competitive Sport

- *Increased participation in competitive sport*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20 (affected due to COVID)	20/21 (affected due to COVID)	21/22	22/23	23/24
Review School Games Participation including a cross section of children who represent school	<ul style="list-style-type: none"> Use SHAPES Competition Events Calendar to plan competition entries for year Use new SHAPES booking system to enter events Place table of events in staff room encouraging members of staff/TA's to sign up & volunteer to support events Review children who have represented school in the past (GetSet4PE/registers) & ensure a wider range of children get involved by choosing events to attract children who have not taken part before. Develop SEND 		<p>Higher % of children taking part in competition</p> <p>More staff members contributing to competitions programme</p> <p>Increase in first time competitors - GetSet4PE.</p>	Maintain higher levels of staffing, encouraging more staff to take responsibility for whole events so freeing up other staff to take on new events next year.							

	participation in specific events.										
Review competitive opportunities for SEND children	<ul style="list-style-type: none"> Ensure SEND pupils are identified and supported to attend appropriate competition 		Higher % of SEND pupils attending SSP competitions	Continue to develop SEND participation in main and specific events.							
Increase Level 1 competitive provision	<ul style="list-style-type: none"> PE Co-ordinator to review and develop current Level 1 provision and participation rates Plan a programme of Level 1 events to ensure ALL children get the opportunity to access at least one competition across the year Engage with SHAPES annual school challenge - Bounce to Birmingham 		Increased % of children participating in Level 1 competitions	To continue to develop Level 1 competitions across school for the new academic year.							
Book transport in advance to ensure no barriers to children attending competitions	<ul style="list-style-type: none"> Review SHAPES competitions calendar and book all transport at the beginning of the term for events we wish to attend. Swimming Transport, 2 years 		Higher % of children attending SHAPES competitions - Get Set 4 PE	Explore possibilities of using parent/staff car for transport.							
Leadership to extend Extra-Curricular & Competitions Offer	<ul style="list-style-type: none"> Engage with SSP Young Ambassadors & Change for Life Programme Train next year's Young Ambassadors. 		More opportunities for the less active More opportunities for Level 1 Festivals	Year 6 to be trained on how to show future leaders how to complete their roles.							
Extending Competition Offer	<ul style="list-style-type: none"> Consider establishing 		More opportunities of extra curricular	Friendly competitions to							

	friendly competitions with neighbouring school you can walk to		competitive participation	be developed over Summer Term and into next academic year (22/23).							
Create Stronger Links to Community Clubs	<ul style="list-style-type: none"> PE co-ordinator to develop links with local clubs (Gatley) and sports specific coaching programmes Development Days 		Improved links with professional local clubs	Links to be developed over Summer Term and into next academic year (22/23).							

30 Active Minutes Review

	Monday	Tuesday	Wednesday	Thursday	Friday
Reception	Outdoor classroom Scooters Go Noodle	Outdoor classroom Scooters Go Noodle	Outdoor classroom Scooters Go Noodle	Outdoor classroom Scooters Go Noodle	Outdoor classroom Scooters Go Noodle
Year 1	Go Noodle	Go Noodle	Go Noodle	Go Noodle	Go Noodle
Year 2	Go Noodle	Go Noodle	Go Noodle	Go Noodle	Go Noodle
	Go Noodle	Go Noodle	Go Noodle	Go Noodle	Go Noodle

Year 3 e.g.					
Year 4	10 Active Minutes Go Noodles ½ Mile (pm)	10 Active Minutes Go Noodles ½ Mile (pm)	10 Active Minutes Go Noodles ½ Mile (pm)	10 Active Minutes Go Noodles ½ Mile (pm)	10 Active Minutes Go Noodles ½ Mile (pm)
Year 5	Go Noodle - 10 Active Minutes	Go Noodle - 10 Active Minutes	Go Noodle - 10 Active Minutes	Go Noodle - 10 Active Minutes	Go Noodle - 10 Active Minutes
Year 6	10 Active Minutes Just Dance	10 Active Minutes Just Dance	10 Active Minutes Just Dance	10 Active Minutes Just Dance	10 Active Minutes Just Dance