



# Bolshaw Primary School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received</b>	£37,297 (£19,527 - unspent grant b/fd due to Covid)	<b>Amount of Grant Spent</b>	£34,427  £2,870 TBS	<b>Date: 01.09.21</b>	Updated July 2022 Review date September 2022
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### RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** – achieving hg consistently
- **Purple** – unable to meet target due to Covid 19 restrictions

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?	50%
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?	53%
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?	53%

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
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> <li>• Daily Mile</li> <li>• Young Ambassadors</li> <li>• Individual Physical Activity Challenges</li> <li>• Wake Up Shake Up</li> <li>• Go Noodle</li> <li>• Just Dance</li> <li>• Cosmic Kids</li> <li>• National Skipping Day (25th March)</li> <li>• DRUHM Workshop (24th March)</li> <li>• Creative Forest Schools</li> <li>• Sports Provision</li> <li>• Bikeability</li> <li>• Red January - Active challenges</li> </ul>	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"> <li>• Young Ambassadors (2022 - Y6 only) organizing structured games at lunchtimes.</li> <li>• Sports coaches for lunchtime games and skills.</li> <li>• Playground equipment.</li> </ul>	Part of SHAPES package.  £4,920	To increase school physical activity.  To observe fewer behavioral incidents at lunchtime.	Evaluate impact of Young Ambassadors.  Evaluate Active play through storytelling programme.  Monitor equipment as necessary.					

<p>Extra-curricular (Breakfast &amp; After school clubs)</p>	<ul style="list-style-type: none"> <li>• Mini-sports (KS1 and LKS2)</li> <li>• Table Tennis</li> <li>• Yoga</li> <li>• Coaches for lunchtime activities and skills.</li> <li>• Use coaches to provide extra-curricular activities - football, netball, dodgeball.</li> <li>• Living Streets - Walk to School Campaign</li> <li>• Audit, plan and develop inclusive school, lunch and after school activities using volunteers, staff and coaches, as well as young leaders.</li> <li>• Increase the number and range of extra-curricular opportunities impacted due to COVID.</li> <li>• Develop and implement a young sports leaders' programme.</li> </ul>	<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>					
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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
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Attendance & Punctuality	<ul style="list-style-type: none"> <li>● Target pupils for active intervention programmes.</li> <li>● Pupil premium events - Chill Factore (14th March)</li> <li>● Fitness and well-being days - DRUHM, National Skipping Day</li> </ul>	£PFP funding used	New interventions to begin Summer 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"> <li>● Active curriculum</li> <li>● Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies, young ambassadors</li> <li>● Pupil premium events</li> <li>● Playground equipment</li> <li>● Daily Mile</li> <li>● Use of - Wake Up/Shake Up, Go Noodle, Just Dance, Cosmic Kids</li> <li>● Fitness Days - National Skipping Day, DRUHM</li> </ul>		Pupils taking a more active role in their physical health Frequent movement breaks throughout the day for all pupils to develop active minds for learning	To continue to develop active curriculum.  Pupil concentration, commitment and self-esteem enhanced.  Playground equipment and Young Ambassadors to continue as motivational tools.					
Improving Academic Achievement	<ul style="list-style-type: none"> <li>● Active curriculum</li> <li>● Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies, Young Ambassadors</li> </ul>		Staff include physical activity links across subjects.						
Health & Well Being/SMSC	<ul style="list-style-type: none"> <li>● Spirit of the games values linked with Bolshaw HEART values.</li> <li>● Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies, Young Ambassadors.</li> <li>● Celebrating success through newsletters, website &amp; social media</li> <li>● Develop positive attitude to PESSPA.</li> </ul>		The pupils understand and can discuss the importance of PESSPA and healthy eating to their overall development.  Pupils to become more aware and responsible of being physically active.  SEND children are given specific gross-motor interventions to enhance	School values ethos are complemented by sporting values.  Pupils understand the contribution of PESSPA to their overall development.  Provide intervention if necessary.  Continue to provide					

		skills.	SEND interventions.					
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### 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
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"> <li>Ensure all pupils access: EYFS - TBC</li> <li>KS1 - 2 x 45 minutes</li> <li>KS2 - 2 x 60 minute PE lessons a week.</li> </ul>		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"> <li>Develop &amp; implement a professional learning plan for the needs of all staff.</li> <li>Dedicated QTS staff member to teach PE across Years 4, 5 and 6</li> </ul>	£11,850	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"> <li>PE coordinator to organise sports opportunities, monitor provision, update and complete paperwork.</li> </ul>		The profile of PESSPA is beginning to be raised and organised across the whole school after impact of COVID.	Continue to evaluate provision.					
Review supporting resources	<ul style="list-style-type: none"> <li>GetSet4PE - SoW 20/21</li> <li>SHAPES - 20/21</li> <li>GetSet4PE - SoW 21/22</li> <li>SHAPES - 21/22</li> </ul>	£550 £2,300 £440 £2,300	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"> <li>• Stock check of current equipment.</li> <li>• Purchase new equipment using GS4PE inventory.</li> <li>• Sustainability of PE equipment.</li> <li>• Purchase new storage for hall.</li> <li>• Purchase new lunchtime equipment.</li> </ul>	£5,193  £190  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"> <li>• To discuss with SLT possibility of adding PESSPA performance management targets.</li> </ul>		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"> <li>• PE Lead to research CPD for Support Staff and signpost TA's/HLTA's to GetSet4PE online workshops/SHAPES CPD</li> </ul>		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"> <li>• Use GetSet4PE assessment scheme.</li> <li>• Train teachers and HLTA's how to use assessment framework.</li> </ul>		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.					

#### 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
Review extra-curricular offer	<ul style="list-style-type: none"> <li>Develop offer to ensure each year group &amp; gender are catered for e.g. festivals, health &amp; activity weeks, school challenge, family challenge, Be Inspired Challenges, School Games</li> </ul>			<p>Aim for all children to experience 1 new activity each year.</p> <p>To encourage more children to take part in extra-curricular activities.</p>					
Review extra-curricular activity balance	<ul style="list-style-type: none"> <li>Develop an offer to include a broad range of activities.</li> <li>To extend the activities on offer.</li> <li>Develop an offer, using Pupil Voice, to ensure all years groups and genders are catered for.</li> <li>Employ coaches to deliver programmes ensuring consistency and positive relationships.</li> </ul>			Encourage more staff to get involved in after-school clubs.					
Review offer for SEND pupils	<ul style="list-style-type: none"> <li>Develop offer to be inclusive e.g. SHAPES SEND Programme</li> </ul>		<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</p>					

				support inclusion in clubs.					
Target inactive pupils	<ul style="list-style-type: none"> <li>Develop intervention programmes.</li> <li>Use assessment data from PE scheme.</li> </ul>			Ensure Daily Mile occurs. Use Wake Up Shake Up					

### 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
Review School Games Participation including a cross section of children who represent school	<ul style="list-style-type: none"> <li>Use SHAPES Competition Events Calendar to plan competition entries for year</li> <li>Use new SHAPES booking system to enter events</li> <li>Place table of events in staff room encouraging members of staff/TA's to sign up &amp; volunteer to support events</li> <li>Review children who have represented school in the past (GetSet4PE/registers) &amp; ensure a wider range of children get involved by choosing events to attract children who have not taken part before.</li> <li>Develop SEND participation in specific events.</li> </ul>		<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>	<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.</p>					

Review competitive opportunities for SEND children	<ul style="list-style-type: none"> <li>Ensure SEND pupils are identified and supported to attend appropriate competition</li> </ul>		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"> <li>PE Co-ordinator to review and develop current Level 1 provision and participation rates</li> <li>Plan a programme of Level 1 events to ensure ALL children get the opportunity to access at least one competition across the year</li> <li>Engage with SHAPES annual school challenge - Bounce to Birmingham</li> </ul>		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"> <li>Review SHAPES competitions calendar and book all transport at the beginning of the term for events we wish to attend.</li> <li>Swimming Transport, 2 years</li> </ul>	£700  £3,792	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"> <li>Engage with SSP Young Ambassadors &amp; Change for Life Programme</li> <li>Train next year's Young Ambassadors.</li> </ul>		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"> <li>Consider establishing friendly competitions with neighbouring school you can walk to</li> </ul>		More opportunities of extra curricular competitive participation	Friendly competitions to be developed over Summer Term and into next academic year (22/23).					
Create Stronger Links to Community Clubs	<ul style="list-style-type: none"> <li>PE co-ordinator to develop links with local clubs</li> </ul>		Improved links with professional local clubs	Links to be developed over					

	(Gatley)and sports specific coaching programmes			Summer Term and into next academic year (22/23).					
	<ul style="list-style-type: none"> <li>Development Days</li> </ul>								

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 Daily Mile	Go Noodle Daily Mile	Go Noodle Daily Mile	Go Noodle Daily Mile	Go Noodle Daily Mile
Year 3 e.g.	Go Noodle Daily Mile	Go Noodle Daily Mile	Go Noodle Daily Mile	Go Noodle Daily Mile	Go Noodle Daily Mile
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	Daily Mile - 15 mins Go Noodle - 10 Active Minutes	Daily Mile - 15 mins Go Noodle - 10 Active Minutes	Daily Mile - 15 mins Go Noodle - 10 Active Minutes	Daily Mile - 15 mins Go Noodle - 10 Active Minutes	Daily Mile - 15 mins Go Noodle - 10 Active Minutes
Year 6	Daily Mile - 15 mins 10 Active Minutes	Daily Mile - 15 mins 10 Active Minutes	Daily Mile - 15 mins 10 Active Minutes	Daily Mile - 15 mins 10 Active Minutes	Daily Mile - 15 mins 10 Active Minutes

