

Evidencing the impact of the Primary PE and sport premium

Bishop King Primary School

Academic Year 2022-2023



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2020/21 | £27,748 |
| Total amount allocated for 2021/22 | £19,158 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £9,846 |
| Total amount allocated for 2022/23 | £19,141 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £28,987 |

Swimming Data: Please report on your Swimming Data below.

| | |
|--|--|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p> | <p>Children practise:</p> <ul style="list-style-type: none"> • Safe entry to the water. • Front stroke • Back stroke • Help position • Tread water • Straddle jump entry |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p> | 33% |
| <p>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?</p> | Yes/No |

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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 pupils today and for the future.

| Academic Year: 2022-2023 | | Total fund allocated: £28,987 | Date Updated: July 2023 | |
|--|--|-------------------------------|-----------------------------------|--|
| 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 | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> |
| Regular afterschool clubs timetabled and available for all year groups | A club set up and a register taken to track the children who are attending. Each year group has a club arranged which they can take part in in extra curriculum time. | | LCFC £9,000 Synergy £5,500 | Children from all cohorts had the opportunity to take part in extra-curricular activities from year 1-6. This has enabled them to further develop their gross and fine motor skills and helped create a talent pathway through the school. |
| Funding for a second-year group sent for swimming lessons. | Year 5 to attend extra swim sessions. 80% able to do a minimum of 25m. | | £4,000 | Children have developed their swimming skills and more children, who were unable to swim the minimum distance at the end of year 4, can now swim the distance because of the extra year of lessons. Children are |
| | | | | To continue to offer after school provision in the next academic year. |
| | | | | To continue to offer additional swimming sessions next year to ensure the year 4 cohort continue to develop their swimming skills. |

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| | | | | |
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| PE equipment inspection and renewal | Equipment checked for safety to enable all children to take part in sports. | | Ensured all equipment was in working order and safe to use. | Continue next year. |
| Children to take part in the golden mile every day. | All classes will take part in the Golden Mile daily for a minimum of 10 minutes to promote physical activity and provide children with a 'brain break' from their learning. | Leadership time | This gives children the opportunity to be active everyday and provides a short 'brain break' during lessons. This has also provided a talent pathway for the schools cross country team which had its highest placing in the county league to date. | To continue next year. |
| Purchasing of new PE equipment | Purchase of PE equipment to enable children to have equipment which is in good condition for taking part in physical activity and sports. | £9,999 | The new PE equipment has promoted physical activity during play and lunch times. Children really enjoy using the equipment and is used by SEND pupils during 'brain breaks'. The equipment is also used during PE sessions effectively. | Ensure the equipment is maintained. |

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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: % |
|--|---|---|--|---|
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated :</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |
| PSHE sessions to heighten the profile of sport through the Kick it Out Poster competition and Black History Awareness | Kick It Out Poster competition will run alongside the accompanying PSHE topic and British Value of the term. It will be delivered across the school. Black History Month will be celebrated with UKS2. Workshops held throughout the year | LCFC | Sport was used to tackle social issues within PSHE lessons and add context to the curriculum. Children had the chance to engage in discussions that were relevant to issues happening in the wider community and world. | To continue to have cross curricular links with PSHE through similar schemes. |
| Annual celebration assembly to ensure all pupils are aware of the opportunities we provide as a school | A prize for the Sportsman and Sportswoman of the year with an award of a signed football and signed shirt from LCFC. | Leadership time | This promoted aspects of sport such as sportsmanship and celebrated children who had excelled in PE and after school clubs. It worked in raising the profile of sport and celebrating children's achievements. | |
| Thorough support with assessment and planning of PE staff | Planning and assessment monitored to ensure that the whole PE curriculum is being covered and G&T pupils identified. Subscription to PE Hub ensures that the teaching of PE is consistent throughout the year. | Leadership time PE Hub £488 | PE Hub has been used throughout the school to ensure that planning is progressive and lessons are consistent. Within the school we have had students going through teacher training and this has been a useful tool to support their planning and delivery of PE. | To continue next year. |

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| Professional coaches come in to deliver interventions with disengaged learners and promote the profile of sports in the school but using it as a tool to engage children. | A coach will work with various cohorts and work to target disengaged learners and work with them to encourage learning and where possible link situations to sports. | LCFC | This has been used across the school and had a positive impact on children. Targeted children have had intervention and support from coaches in lessons and teacher feedback has been positive as to how it has helped children's progress not just in learning but also pastorally pastorally. | To continue to engage with LCFC next year and provide this to a new cohort of targeted children. |
| Leadership time given for PE lead to promote sport within the school and arrange sporting events for the school. | Planned leadership time to allow the PE lead to carry out planning and preparation for sporting events. | Leadership time | Children have taken part in competitive events such as cross country league and sports day, promoting the profile of sports within the school. | To continue next year. |
| A player from LCFC will visit the school to promote sports | Arrange player visit where children can meet a football player from their local football club | LCFC | | |
| 2 season tickets to LCFC will be awarded to 2 children who received 100% attendance in academic year 2020-2021 | PE will be promoted and children who attended school will be rewarded This will act as an incentive for children to attend school regularly. | LCFC | This promoted sport and attending school. | To look at continuing next year. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|---|--|---|
| | | | | % |
| Inten t | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> | <i>Sustainability and suggested next steps:</i> |
| LCFC to come into school and provide CPD for targeted teachers by coaching alongside them | Communicate with LCFC to monitor the effectiveness of CPD support and improvement to teaching and learning. Discuss which areas of sport the targeted teachers wish to work on and develop. CRPD given to ECTs | LCFC Teacher cover | This was done to support the schools NQT with the delivery of a sport they identified as needing support in. This improved their confidence in the delivery of it. | To look at continuing next year. |
| Whole school, progressive curriculum subscription to the PE Hub to support the planning of PE for teachers | Monitoring the use of the subscription to PE Hub | Leadership time and PE hub subscription | PE Hub has been used throughout the school to ensure that planning is progressive and lessons are consistent. Within the school we have had students going through teacher training and this has been a useful tool to support their planning and delivery of PE. | |
| KS1 teachers to work alongside coaches who are delivering PE to develop confidence and knowledge of teaching PE | Coaches will come into KS1 and deliver quality football sessions which will develop children's basic fundamentals in PE Teachers will be upskilled by good practice and be able to apply it to their own PE sessions. | LCFC | This has helped develop KS1 teachers confidence in the delivery of sports in which they identified they would require some support in. | See the impact of the support on lessons next year. |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of


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| | | | | total allocation: |
|--|---|---------------------------|---|---|
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |
| Year 3 to take part in enrichment sports during Autumn 2 Children are inspired by the new sport and aim to continue it | Organise with external providers and teachers. | LCFC | Children enjoyed the enrichment sessions and gave them the opportunity to try new sports. | To continue next year. |
| Timetabled charity and sporting events which encourage the enjoyment of sports | A whole school sporting event will take place at Christmas which will promote physical activity through fundraising. A provisional date for a Race For Life will be set out for the summer term. | Leadership time | The school was able to support charity events during community-based sport events which engages children and parents, | To continue next year. |

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| Key indicator 5: Increased participation in competitive 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: |
| Intra-school competitions will be arranged for each year group termly which will promote competition and the profile of sports | PE leads to organise intra-school competitions for each class to take part in | Leadership time and cover | This did not happen this year. | |
| Competitions such as Sports day to be arranged for the summer term | PE leads to have time to organise these competitions. | Leadership time and cover | This successfully raised the profile of PE and children were able to compete and support each other in a sporting environment. | To continue next year. |
| To take part in the external competitions with local schools and work collaboratively to enforce community bonds | To take part in Sincil Bank Community Games Take part in Football Tournaments Take part in Cross Country League | Leadership time and cover LCFC | Children enjoyed taking part in the various sporting events held and the opportunity to be exposed to inter-school competitions. The cross country team saw the most success in the league to date. | To continue next year. |
| | Total allocated and spent | £28,987 | | |
| Signed off by | | | | |
| Head Teacher: |  H Wheatley 21 st July 2023 | | | |
| Subject Leader: | D Lavery / J Stubbs, School Business Manager 21 st July 2023 | | | |

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