

Bedford Hall Methodist Primary School

Primary PE and Sport Premium Strategy

2022-23



Details with regard to funding

Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17 770
Total amount allocated to date:	£16 960
Total amount left to allocate:	£740
Last Updated:	25/07/22

Swimming Data (to be completed by 31st July 2022)

Meeting national curriculum requirements for swimming and water safety. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres ? 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 2022	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/No

Academic Year: 2022-23		Total fund allocated: £21, 100		Date Updated: July 2022	
<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> <p>Total amount allocated: £7 500</p>					<p>Percentage of total allocation:</p> <p>42%</p>
Intent		Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps:	
Purchase basketball posts that are embedded into the ground to respond to pupil voice. This will maximise physical activity and no time wasted carrying out equipment.	Continue with timetabling of classes so all Key Stage 2 children get the opportunity to use the basketball court every day (either at break or lunch time).	£2000	<p>Attainment data on fitness levels (PB results) improve term on term as pupils develop core stability, coordination and balance.</p> <p>Behaviour and attitudes at lunchtimes are good as children are engaged in activity.</p>	Continue with timetabling so all children have daily access.	
Purchase playground barriers to create a ball zone for KS1 pupils to play a variety of sports at lunchtimes – football, hockey, basketball.	Play leaders to be trained to correctly officiate and lead ball games, keeping the safety of non-players in mind.	£3000	<p>Attainment data on fitness levels (PB results) improve term on term as pupils develop core stability, coordination and balance.</p> <p>Behaviour and attitudes at lunchtimes are good as children are engaged in activity.</p> <p>Leadership skills being developed and leaders have a purpose and feel valued.</p>	Leaders shadow current leaders so there is an overlap and consistency remains strong	

Provide additional swimming provision targeted to pupils not yet meeting the swimming and safe self-rescue requirements of the National Curriculum	Identified pupils benefit from at least 18 hours' worth of extra instruction, helping them become confident, competent and proficient swimmers.	Estimated £1500 (instructors, pool hire and transport for x10 sessions)	Increased percentage of pupils achieving at least the National Curriculum Award by the end of Y6 (Swim 25m using a range of strokes and perform safe self-rescue).	This is sustainable if parents make a contribution to transport costs, or we travel in the school minibus
Timetable targeted PESSPA sessions daily for ALL pupils to improve their PB in high intensity activity such as running and skipping.	Keep alterations to timetable from last year to ensure that high intensity PESSPA lessons takes place every day with one longer session per week. Weekly time allocation of 2 hours. (5 x 15mins, 1x 45mins)	£0	An increase in fitness will be seen in PB data through short bursts of daily high intensity physical activity. Fully inclusive – all pupils regardless of age and ability can succeed. PB data shows clear progression of skills and pupil voice shows awareness of the direct link between improved fitness and PB results	Ongoing practice
Train Y5 and Y6 Play Leaders to focus on the skipping and ball games area on KS1 playground to maximise participation in physical activity at lunchtimes for KS1 pupils.	Subject leader to ask Y5 and Y6 to express interest in being KS1 Play Leaders. Subject leader to create a rota of Play Leaders and train them in providing games and activities for KS1 pupils. Ensure new games are taught regularly to keep KS1 pupils motivated and engaged.	£0	KS1 Pupil Voice in Autumn 2 shows that pupils enjoy taking part in the games station. They can discuss games that they like to play and know how this improves their physical and mental health. Leadership skills spread across year groups (including Y4 as well as Y5 and Y6) maintained momentum and kept games station popular all year	A rota ensures the responsibility is shared amongst KS2 pupils and the role does not become a burden. Changes in games and activities offered ensures pupils are motivated to participate.
Wigan Athletic to run a lunchtime club on KS2 once per week and teach new games. Focus on utilising ball cage on 'Football-Free Fridays' to introduce new sports	Sports Crew to hold KS2 pupil voice about provision they would like – eg Volleyball. Subject leader to share information with coaches to ensure pupil voice is met	£1000	An increase in fitness will be seen in PB data through short bursts of daily high intensity physical activity. Fully inclusive – all pupils regardless of age and ability can succeed. Behaviour and attitudes at lunchtimes are good as children are engaged in activity.	Welfare and pastoral staff observe and participate throughout the year and continue games every lunchtime.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Total amount allocated: £1160				7%
Intent	Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps:
Promote the School Games inclusive of physical activity to parents weekly through newsletters and the local community using social media platforms.	<p>Revamp of PE board excites pupils and informs them of ongoing/upcoming clubs and events.</p> <p>Pupils receive their certificate in awards assembly and their names on the newsletter to increase self esteem. Pupils sit on the benches in assembly time to raise profile of reward winners</p>	<p>£200 for certificates, stickers and trophies.</p> <p>£250 for medals for School Games Day and School Fun Run</p> <p>£180 cert.</p> <p>£180 medals</p>	<p>The Spirit of the Games awards link with our school ethos and Christian Values. Pupils' sportsmanship and attitudes towards defeat improve in lessons and at competition level.</p> <p>Pupils are motivated to perform well in lessons, not just physically but socially and emotionally too. Behaviour in lessons is good.</p> <p>Learning Walks shows clear evidence of Spirit of the Games being referred to and behaviour and attitudes is excellent.</p>	Displaying the Spirit of the Games qualities is part of the school's Christian ethos.
School Sports Crew Committee to influence provision and improvements	<p>School Sports Crew oversee playtime equipment and report any damaged or lost equipment to subject leader who organises replacements.</p> <p>Subject leader to support School Sports Crew to complete Pupil Voice in Autumn term, after meeting with subject leader and understanding their role in raising the profile of sport.</p>	£350 (£50 per class Rec-Y6).	<p>Giving children ownership of a budget helps them to understand the value of money and equipment, and in turn take care and pride in it. Pupils are motivated to lead as their voices are heard.</p>	Fundraising to take place to ensure children continue to receive a specified budget for Physical Activity.

Sports Crew organise, lead and officiate all School Games event in summer term, under the supervision of the Subject Leader	All ages of Sports Crew lead and officiate events for other year groups – sports based fundraiser and School Games Day.	£0	All pupils participate in a successful, competitive School Games Day. Pupils of all ages apply their leadership and organisation skills to ensure the day is a success, which in turn raises their self-esteem and inspires others to become leaders. Excellent feedback from parents and governors about pupil organisation.	Continuous training and leading cycle year on year, organised by the Subject leader.
Maintain positive attitudes towards PESSPA and link to healthy lifestyles and positive mental health. Encourage the power of 'yet' when learning new skills and promote self-belief and 'have a go' attitudes.	Timetable weekly wellbeing sessions to provide additional opportunities for pupils to develop and understand their emotional, social and physical health and wellbeing, using sports as a catalyst for some of these sessions.	£0	Pupil Voice shows that pupils understand the impact of physical activity on their social and emotional health	Regular wellbeing sessions take place that promote healthy lifestyles.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Total amount allocated: £2350				13%
Intent	Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps:
Subject leader to attain AfPE Level 4 Qualification in Supporting Pupils Wellbeing through Physical Education, in order to up-skill her own knowledge and understanding so she can confidently disseminate to all staff, thus increasing their knowledge and confidence in the delivery of lessons.	Subject leader to enrol on the course and disseminate to all staff through staff meetings so all staff can recognise current challenges to pupils' emotional and social wellbeing and be an advocate in knowing the role of PESSPA in promoting this. Through learning walks, subject leader evaluates if the approaches used in the delivery of PESSPA support pupils' emotional and social wellbeing.	£350	Pupil Voice in Summer 2023 will show: Pupils are active – physically and mentally. They take notice of their environment and its impact on their emotions. Pupils are emotionally and physically self-aware.	The subject leader will be allocated ongoing staff meeting time to share information and success stories. Some of these sessions to model pertinent approaches. The subject leader is responsible for ensuring new staff receive any training that has already been delivered.

Employ Wigan Athletic Community Trust for half a day per week to team teach alongside Early Career Teachers (ECT) and those returning from Maternity Leave to share their knowledge and expertise with a focus on maximising participation.	Subject leader to accept Service Level Agreement for Wigan Athletic to work with ECT (first year) for the whole year, ECT (second year) for the whole year. Teachers involved with the full process of planning, delivery and assessment to raise their confidence of the National Curriculum requirements for PESSPA.	£1800	Summer 2023 pupil attainment data and half termly PB data show that as a result of confident and knowledgeable teachers, ALL pupils, irrespective of their special educational needs and abilities, make at least good progress from their starting points.	At the end of the direct CPD, the subject leader will continue to work closely with staff where required to ensure the same high standards of planning and delivery are met. All teachers attend staff meeting to keep up to date with changes.
Subject Leader to attend LLG meetings and Subject Leader training and disseminate to wider school staff	Subject Leader attends LLG meetings and ensures competition dates are in the school calendar in a timely manner. Subject Leader liaises with after school club providers to ensure pupils attending competitions have learned the rules and well prepared. Subject Leader attends termly meetings and disseminates to staff to keep everyone updated.	£0	Subject Leader's knowledge about the expected standards is accurate and reliable and she can drive standards in PESSPA throughout the whole school. All teaching staff are aware of Safe Practice in PESSPA and are updated about any changes. Subject Leader is able to identify whole school strengths and areas of development.	This will be built into the professional development of all future PE leaders. LW will support with any succession planning.
School has an effective tracking system in place that identifies inactive or unfit pupils that can be given timely interventions and support	Subject leader to create PB tracking sheets that align with Chris Quigley's milestones used to assess attainment in PESSPA. Tracking is simple and teachers use the results to effectively target inactive or unfit pupils in future PESSPA lessons.	£0	Teaching staff understand the progression of skills within their own year group. Staff to feel more confident assessing levels of fitness and attainment in PESSPA. Inactive pupils given the required support to improve their fitness and participation in PESSPA.	Continuous cycle of assessment and targeted pupil tasks in daily PESSPA lessons.
Wigan Athletic lead whole staff meeting on differentiation in PESSPA, using the STEP Framework.	All staff to attend so that staff in all roles are equipped with the knowledge to adapt lessons quickly	£200	When children are engaged and included, self-esteem and confidence grows, leading to further engagement in physical activity.	Current staff share knowledge with others during the induction programme

	and effectively to ensure they are inclusive to all. This also ensures that lunchtime supervisors can adapt playtime games.			
Outdoor Education Officers to train staff on the planning and delivery of Outdoor Adventurous Activities, such as orienteering, on site.	All staff to attend so that any additional sessions that may take place (e.g during wellbeing time) are taught using the same consistent and safe approach.	£0 (As part of SLA with Evolve)	Children develop teamwork and communication skills as the problem solve with others. Cross curricular links with maths and geography improve standards in other subjects Learning a new sport promotes self-esteem and leads to further engagement in physical activity	Staff to save planning centrally so future staff are able to use the resources proficiently in the future.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils
Total amount allocated: £4650

Percentage of total allocation:

26%

Intent	Implementation		Impact	26%
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps:
Provide regular after school sports clubs in a broad range of sports, such as: archery, rugby, cricket, golf.	School Sports Crew use pupil voice to gauge interest in clubs to tailor clubs to children's interests. Wigan Athletic Community Trust employed to provide a club every week. Subject Leader ensures pupils are given equal opportunities to attend by having a cycle of year groups each half term – these clubs are inclusive to all, regardless of ability level.	£1000 Leigh Centurions £1000 Lancashire Cricket Wigan Athletic included above	A new sport for everyone motivates and raises ambition. Signposting individuals to external clubs ensure passion is rewarded. Club attendance and registers show participation is high.	Make further links with external clubs to raise the profile of a range of sports.
To offer a day's programme (dates tbc) of outdoor and adventurous activities to	Year 3 and Year 4 pupils access an Outdoor Activity Centre to take part	£1000 (£16 subsidy per pupil)	Children will have the opportunity to try new experiences and improve	This can be sustained if parents pay a contribution as well as

Created by:



Supported by:



Year 3 and Year 4 children at a specialist activity centre	in activities that cannot be provided at school to improve balance, coordination and agility Class teachers to make booking and risk assess the visit.		their resilience, self-confidence and communication. A growth mindset and belief of the power of yet (I can't do this 'yet') is transferred across the curriculum as pupils learn to challenge themselves in difficult situations. This is shown in pupil evaluations after the visit.	fundraising.
Introduce new sports (Table Tennis at LSG and Archery through Wigan Athletic) which can be accessed locally at club level to encourage more pupils to take up physical activity outside of school	Teach pupils about the importance of sustainability, linked to our school vision 'Without Limits'. Through local history study of Leigh Spinners Mill, know that LSG Table Tennis Club uses this site and participation of local players support the sustainability of this. Take pupils to play weekly for one half term.	£150	Teachers become knowledgeable in a new sport and can influence provision in future years. Signposting pupils to external clubs encourages children to lead healthy lifestyles outside of school. Links with school vision to support the sustainability of local buildings and businesses.	Create links with the club to continue to attend year on year.
To contribute to the cost of a residential visit for Year 5 pupils to learn and practise outdoor adventurous activities at Low Bank Ground, Coniston.	Pupils participate in a range of activities such as raft building, orienteering, kayaking, paddle boarding, hill walking and ghyll scrambling. Subject leader to make booking and risk assess the visit.	£1500 subsidy (£50 per pupil)	Year 5 children have had the opportunity to try new experiences and improve their resilience, self-confidence and communication. A growth mindset and belief of the power of yet (I can't do this 'yet') is transferred across the curriculum as pupils learn to challenge themselves in difficult situations. This is shown in pupil evaluations after the visit.	This can be sustained if subsidy amount comes from fundraising.

Key indicator 5: Increased participation in competitive sport Total amount allocated: £1300				Percentage of total allocation: 7%
Intent	Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps:
Increase Level 2 participation within the LLG and Wigan East competition calendar, with a particular focus on sports they may not be able to access outside of school.	Subject Leader enter KS2 teams into events/competitions, at least for one per half term to meet the requirement for GOLD Active Mark. Enter B and C teams where possible to increase number of children participating in competitive sport. Provide overtime payments to TAs who are first-aid training to ensure participation at events can be adequately staffed in a safe way.	£200 (for overtime payments)	More pupils taking up sport and being signposted to local club – document prepared and shared for all local clubs Pupils have been able to access inter school sporting activities at different venues and feel comfortable returning to the club outside of school.	The LLG consortium have set up a calendar and made links with external clubs which can be used in future years. However, LW has qualifications to umpire netball, cricket and rounders and can officiate games between schools within the Trust or locally on our own premises, saving on transport costs. Use school minibus for transport
Children compete in personal best competitions regularly.	Pupils practise skills and techniques daily during PESSPA lessons to constantly improve their PB performance in a range of fundamental core skills – locomotive, balancing, throwing.	£100	Pupils become competitive and have it instilled to become the best that they can be. Pupils are more active as they want to improve. Less pressure when competing against self can raise self-esteem. Links to school vision 'Without Limits'.	As part of the new curriculum design for PESSPA.
Teams of pupils are able to be transported to and from sporting events	Contribute towards running costs of the school minibus to allow for participation in more competitions and events	£1000	Pupils have been able to access inter school sporting activities at a range of venues.	Ensure always 3 school staff MIDAS trained so there is always a driver available.