

Bedford Hall Methodist Primary School

Primary PE and Sport Premium Strategy

2021-22



Details with regard to funding

Total amount carried over from 2020/21	£5 015
Total amount allocated for 2021/22	£17 770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22 715
Total amount allocated to date:	£21 100 £22 715
Total amount left to allocate:	£1 715 £0
Last Updated:	27/7/21 21/12/21 25/04/22 20/07/22

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	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%
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

Action Plan and Budget Tracking

Academic Year: 2021-22		Total fund allocated: £21, 100		Date Updated: July 2021	
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:
Total amount allocated: £11 500 Actual Expenditure: £14 525					50%
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 timber trail to extend gym and climbing area on Key Stage 2 so it is spacious enough to be used by a whole class at any one time. This will maximise physical activity and participation as children do not need to wait for a turn.	Continue with timetabling of classes so all Key Stage 2 children get the opportunity to use the equipment every day (either at break or lunch time).	£9000 Actual: £11,213	Attainment data on fitness levels (PB results) improve term on term as pupils develop core stability, coordination and balance. Grab and grasp actions develop both fine and gross motor skills. Whilst reaching, stretching and pulling, pupils improve upper and lower body strength. Work to be completed by October 2022	Continue with timetabling so all children have daily access to climbing and gym equipment at break and lunchtimes.	
Purchase equipment and storage boxes to develop a physically and mentally healthy area in the courtyard. Renew damaged equipment in playground storage boxes.	School Sports Crew to take pupil voice on what equipment would encourage physical activity and subject leader to purchase. Subject Leader teach sports leaders in each class how to look after and the store the equipment after each break time.	£1000 Actual: £2000	An increase in fitness will be seen in PB data through short bursts of daily physical activity Sports Crew look after equipment which ensures sustainability. Pupils taught to use equipment safely.	Pupils are taught how to look after the equipment and how to store safely to increase longevity.	

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 x36 sessions) Actual: £1312 Transport: £196;Pool: £846;Staffing: £270	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). SSR results have increased by 21% compared to last year.	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 (cost included above for equipment)	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
Reintroduce Y5 and Y6 Play Leaders to focus on the skipping and group 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 Group skipping ropes purchased (included in totals above)	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 (Jan 22). 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.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Total amount allocated: £800 Actual Expenditure: £670				Percentage of total allocation: 3%
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:

<p>Promote the School Games inclusive of physical activity to parents weekly through newsletters and the local community using social media platforms.</p>	<p>Revamp of PE board excites pupils and informs them of ongoing/upcoming clubs and events.</p> <p>Wall of fame for children who have received Spirit of the Games awards displayed. Pupils receive their certificate in awards assembly and their names on the newsletter to increase self esteem</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 Walk 15/07/22 shows clear evidence of Spirit of the Games being referred to and behaviour and attitudes is excellent.</p>	<p>Displaying the Spirit of the Games qualities is part of the school's Christian ethos.</p>
<p>School Sports Crew Committee to influence provision and improvements</p>	<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>	<p>£350 (£50 per class Rec-Y6).</p> <p>Actual: £310</p>	<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>	<p>Fundraising to take place to ensure children continue to receive a specified budget for Physical Activity.</p>
<p>Year 6 pupils organise, lead and officiate Reception and KS1 School Games event in summer term, under the supervision of the Subject Leader</p> <p>Year 5 pupils as above for Nursery pupils</p>	<p>Year 5 and 6 pupils organise events and practise leading and participating in the races during PESSPA lessons.</p> <p>Year 5 and 6 pupils advertise the event to parents and inform teachers of the races taking place so they can practise and prepare during their own PESSPA lessons.</p>	<p>£0</p>	<p>Reception and Key Stage 1 pupils (and nursery) have a successful, competitive School Games Day. Year 5 and 6 pupils 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.</p>	<p>Continuous training and leading cycle year on year, organised by the Subject leader.</p>

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 well-being, 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 (Jan 22)	Regular wellbeing sessions take place that promote healthy lifestyles.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Total amount allocated: £2275 Actual £1925				10%
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.	<p>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.</p> <p>Through learning walks, subject leader evaluates if the approaches used in the delivery of PESSPA support pupils' emotional and social wellbeing.</p>	£350	<p>Pupil Voice in Summer 2022 will show:</p> <p>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.</p> <p>Learning walks will show that teachers' approaches in PESSPA lessons support pupils' emotional and social wellbeing, maximising engagement (March 22)</p>	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.	<p>Subject leader to accept Service Level Agreement for Wigan Athletic to work with ECT (first year) for the whole year, ECT (second year) for 3xhalf terms and returning teacher (from maternity leave) for 3xhalf terms.</p> <p>Teachers involved with the full process of planning, delivery and assessment to raise their confidence</p>	<p>£1925</p> <p>Actual: £1925</p>	<p>Summer 2022 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.</p>	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.

	of the National Curriculum requirements for PESSPA.			
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.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Total amount allocated: £5025 Actual £4875				22%
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:

<p>Provide regular after school sports clubs in a broad range of sports, such as: archery, boccia and lacrosse.</p>	<p>School Sports Crew use pupil voice to gauge interest in clubs to tailor clubs to children’s interests.</p> <p>Wigan Athletic Community Trust employed to provide a club every week.</p> <p>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.</p>	<p>£875</p> <p>Actual: £875</p>	<p>A new sport for everyone motivates and raises ambition. Signposting individuals to external clubs ensure passion is rewarded.</p> <p>Club attendance and registers show participation is high.</p>	<p>Make further links with external clubs to raise the profile of a range of sports.</p>
<p>To offer a day’s programme (dates tbc) of outdoor and adventurous activities to Year 3 and Year 4 children at a specialist activity centre: Anderton Centre- Chorley.</p>	<p>Year 3 pupils take part in ‘The Stone Age Experience’ by fire building, shelter building, campfire cooking and archery.</p> <p>Year 4 pupils take part in archery, orienteering and open-rafted canoeing.</p> <p>Subject leader to make booking and risk assess the visit.</p>	<p>£1500</p> <p>Actual: £1500</p>	<p>Children will have 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.</p> <p>Year Visit to Crocky Trail in Summer Term.</p>	<p>This can be sustained if parents pay a contribution as well as fundraising.</p>
<p>To offer a day’s programme (dates tbc) of outdoor and adventurous activities to Year 6 children (who missed Y4 and Y5 outdoor adventure trips) at a specialist activity centre: Scotsman’s Flash, Wigan.</p>	<p>Pupils discuss and vote on two activities from: sailing, kayaking, stand up paddle boarding, canoeing, raft building, bell boating, rafted canoeing.</p> <p>Subject leader to make booking and risk assess the visit.</p>	<p>£1000 (£700 for activities, £300 for transport)</p> <p>Actual: £1000</p>	<p>Opened up to children in Year 5 and in Year 6. Children will have 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.</p>	<p>This can be sustained if parents pay a contribution as well as fundraising.</p>

<p>Introduce a new sport (Table Tennis at LSG) to Year 5 pupils which can be accessed locally at club level to encourage more pupils to take up physical activity outside of school</p>	<p>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.</p>	<p>£150 Actual: £0</p>	<p>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. Unable to take place this year. Instead introduced cricket to Year 5 and Year 6 through Lancashire Cricket Development.</p>	<p>Create links with the club to continue to attend year on year.</p>
<p>To contribute to the cost of a residential visit for Year 5 pupils to learn and practise outdoor adventurous activities as PGL, Winmarleigh Hall.</p>	<p>Pupils participate in a range of activities such as raft building, orienteering, low ropes, high ropes, kayaking, abseiling and trapeze. Subject leader to make booking and risk assess the visit.</p>	<p>£1500 subsidy (£50 per pupil) Actual: £1500</p>	<p>Both Year 5 and Year 6 children have had the opportunity to try new experiences and improve their resilience, self-confidence and communication (Low Bank Ground – June 2022). 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.</p>	<p>This can be sustained if subsidy amount comes from fundraising.</p>

Key indicator 5: Increased participation in competitive sport Total amount allocated: £1500 Actual: £720				Percentage of total allocation: 6%
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.	<p>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.</p> <p>Provide overtime payments to TAs who are first-aid training to ensure participation at events can be adequately staffed in a safe way.</p>	<p>£200 (for overtime payments)</p> <p>Actual £220</p>	<p>More pupils taking up sport and being signposted to local club – document prepared and shared for all local clubs</p> <p>Pupils have been able to access inter school sporting activities at different venues and feel comfortable returning to the club outside of school.</p> <p>GOLD Active Schools Games Mark awarded for 21-22</p>	<p>The LLG consortium have set up a calendar and made links with external clubs which can be used in future years.</p> <p>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.</p> <p>Use school minibus for transport</p>
Children compete in personal best competitions regularly.	<p>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.</p>	<p>£100 (equipment such as measuring tapes, stopwatches to record results)</p> <p>Actual £0 (Included in other equipment costings)</p>	<p>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'.</p>	<p>As part of the new curriculum design for PESSPA.</p>

<p>Create a girls' football team for Year 6 pupils, responding to the suitability of the cohort.</p>	<p>Participate in Girls' Football competition run by Wigan East SSCO.</p> <p>Arrange block of afterschool training delivered by external provider or school staff (TBC)</p>	<p>£200 (for after school provision)</p> <p>£0</p>	<p>Being part of a football team gives girls a strong sense of self-esteem, helps them to overcome anxiety, makes them feel less self-conscious, and crucially, empowers them with the confidence to reach their goals. Links with our key curriculum driver: 'Possibilities'</p>	<p>Signpost to local clubs (Eastleigh Clovers) and maintain links.</p> <p>Use school minibus for transports</p>
<p>Teams of pupils are able to be transported to and from sporting events</p>	<p>Contribute towards running costs of the school minibus to allow for participation in more competitions and events</p>	<p>£1000</p> <p>Actual: £500</p>	<p>Pupils have been able to access inter school sporting activities at a range of venues.</p>	<p>Ensure always 3 school staff MIDAS trained so there is always a driver available.</p>