

Bedford Hall Methodist Primary School

Primary PE and Sport Premium Strategy

2023-24



Details with regard to funding

Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17 800
Total amount allocated to date:	£17 800
Total amount left to allocate:	£0
Last Updated:	22/07/24

Swimming Data (to be completed by 31st July 2024)

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 2024	74%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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: 2023-24		Total fund allocated: £		Date Updated: July 2023	
Key indicator 1: increasing all staff's confidence, knowledge and skills in teaching PE and sport					Percentage of total allocation:
Total amount allocated: £4100		Actual Expenditure:			23%
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:
Employ Wigan Athletic Community Trust for half day per week to team teach alongside Early Career Teacher (ECT) and one other to share their knowledge and expertise with a focus on maximising participation and increasing fundamental movement skills.	<p>Subject leader to accept Service Level Agreement for Wigan Athletic to work with ECT (second year ECT) for the whole year and new Reception teacher for the whole year.</p> <p>Teachers involved with the full process of planning, delivery and assessment to raise their confidence of the National Curriculum requirements for PESSPA.</p>	£1700	Summer 2024 pupil attainment data and half termly PB data show that as a result of confident and knowledgeable teachers, ALL pupils, irrespective of their gender or special educational needs and abilities, make at least good progress from their starting points. Early interventions in Early Years ensure physical abilities are increased.		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	<p>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.</p> <p>Subject Leader attends termly meetings and disseminates to staff to keep everyone updated.</p>	£200 for LLG SLA	<p>Subject Leader's knowledge about the expected standards is accurate and reliable and she can drive standards in PESSPA throughout the whole school.</p> <p>All teaching staff are aware of Safe Practice in PESSPA and are updated about any changes.</p> <p>Subject Leader is able to identify whole school strengths and areas of development.</p>		<p>This will be built into the professional development of all future PE leaders.</p> <p>LW will support with any succession planning.</p>

Wigan Athletic to run a series of sessions for Year 1 – 6 on Outdoor Adventurous Activities and Healthy Lifestyles so staff gain insight into sessions wider than typical school sport.	Staff gain increased knowledge and understanding of curriculum expectations while being actively engaged in lessons.	£2200	Summer 2024 pupil attainment data show that as a result of confident and knowledgeable teachers, ALL pupils, irrespective of their gender or special educational needs and abilities, make at least good progress from their starting points.	All lesson plans saved on school sharepoint to ensure future intent meets the same high standards. All teachers attend staff meeting to keep up to date with changes.
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.
L Draper to be part of Wigan East steering group for PESSPA, providing support where most needed for schools to ensure more young people have access to high quality school sport and physical activity	L Draper to provide consultation, support and guidance to the SGO.	£0	Ensures the School Games offer remains relevant, sustainable and meaningful to schools. Being an advocate for School Games across the borough will build and maintain school engagement and empower subject leaders to continue to offer opportunities to all pupils to remain physically active.	Access and insight into national projects and initiatives along with wider locally driven opportunities ensures the sustainability of School Games.
Key indicator 2: increasing engagement of all pupils in regular physical activity and sport				Percentage of total allocation:
Total amount allocated: £4550		Actual Expenditure: £4550		25%
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>School has an effective tracking system in place that identifies inactive or unfit pupils that can be given timely interventions and support</p> <p>Timetable targeted PESSPA sessions daily for ALL pupils to improve their PB in high intensity activity such as running and skipping.</p>	<p>Subject leader to train new staff on PB tracking sheets that align with Chris Quigley's milestones used to assess attainment in PESSPA.</p> <p>Tracking is simple and teachers use the results to effectively target inactive or unfit pupils in future PESSPA lessons.</p> <p>PB data to be collected weekly.</p>	<p>£0</p>	<p>An increase in fitness will be seen in PB data through short bursts of daily high intensity physical activity.</p> <p>Teaching all staff to understand the progression of skills within their own year group. Teachers to feel more confident assessing levels of fitness and attainment in PESSPA, with involvement from support staff.</p> <p>Inactive pupils given the required support to improve their fitness and participation in PESSPA, from support staff as by directed by teachers.</p>	<p>Continuous cycle of assessment and targeted pupil tasks in daily PESSPA lessons.</p>
<p>L Draper lead a series of staff meetings on using daily PESSPA time (twice per week) on curriculum engagement, linking to knowledge and retention of key concepts, so all lessons are not viewed as 'PE'.</p>	<p>All staff to attend so that staff in all roles are equipped with the knowledge to adapt lessons quickly and effectively to ensure they are inclusive to all.</p> <p>This also ensures that lunchtime supervisors can adapt playtime games.</p>	<p>£0</p>	<p>An increase in fitness will be seen in PB data through short bursts of daily high intensity physical activity.</p> <p>When children are engaged and included, self-esteem and confidence grows, leading to further engagement in physical activity.</p>	<p>Current staff share knowledge with others during the induction programme</p>
<p>Provide additional swimming provision targeted to pupils not yet meeting the swimming and safe self-rescue requirements of the National Curriculum</p>	<p>Identified pupils benefit from at least 18 hours' worth of extra instruction, helping them become confident, competent and proficient swimmers.</p>	<p>Estimated £900 (instructors, pool hire for x8 sessions)</p>	<p>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).</p>	<p>This is sustainable if parents make a contribution to costs and we travel in the school minibus</p>
<p>Train 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.</p> <p>Implement zones on KS2 so to maximise activities and have Sports Crew manage resources for these spaces</p>	<p>Subject leader to ask Y5 and Y6 to express interest in being KS1 Play Leaders.</p> <p>Subject leader to create a rota of Play Leaders and train them in providing games and activities for KS1 pupils. Ensure new games are</p>	<p>£2650 for storage shed for playtime equipment, separate from that for PE lessons</p>	<p>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</p>	<p>A rota ensures the responsibility is shared amongst KS2 pupils and the role does not become a burden.</p> <p>Changes in games and activities offered ensures pupils are motivated to participate.</p>

	taught regularly to keep KS1 pupils motivated and engaged.		and Y6) maintained momentum and kept games station popular all year	
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 3: raising the profile of PE and sport across the school, to support whole school improvement				Percentage of total allocation:
Total amount allocated: £3650		Actual Expenditure: £3650		20%
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.	Revamp of PE board excites pupils and informs them of ongoing/upcoming clubs and events. 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. Plaque engraved with previous	£400 for certificates, stickers and medals	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. Pupils are motivated to perform well in lessons, not just physically but socially and emotionally too. Behaviour in lessons is good.	Displaying the Spirit of the Games qualities is part of the school's Christian ethos.

	'Meredith Award' winners so pupils and parents can see the legacy left behind.			
School Sports Crew Committee to influence provision and improvements	School Sports Crew oversee playtime equipment and report any damaged or lost equipment to subject leader who organises replacements. 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.	£350 (£50 per class Rec-Y6).	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.	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	Year 5 and 6 pupils organise events and practise leading and participating in the races during PESSPA lessons. 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.	£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.
Sports Crew lead some assemblies and share their progress with families at Family Assembly.	Regular meetings to improve provision in lessons, lunchtime and after school. Feedback to whole school on new decisions made	£0	Pupils of all ages apply their leadership and organisation skills to act as the pupils' voice and ensure provision is meeting the needs of current children.	Introduce new sports crew earlier so that older pupils can 'induct' them to the role.
Purchase a pair of Forza Socketed Rugby and Football Goal Post (24ft x 8ft) for the school field to host mixed and girls only football and rugby matches.	Purchase posts and arrange for contractor to complete ground socket installation to ensure durability and correct anchoring points. Hosts competitions for EET and LLG	£2000 posts £500- installation £400 padding	Pupils, irrespective of gender, able to compete on 'home ground' at feel proud of being part of a team. Parents are able to watch matches as travelling is not a restriction.	Continue to host matches, potentially renting field out for future use as an income stream to allow for maintenance and replacement of padding.

Key indicator 4 offer a broader and more equal experience of a range of sports and physical activities to all pupils				Percentage of total allocation:
Total amount allocated: £4500 Actual Expenditure: £4500				25%
Intent	Implementation		Impact	Sustainability and suggested next steps:
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, outdoor learning, gymnastics, dance	<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>£500 Leigh Centurions</p> <p>£0 Lancashire Cricket</p> <p>Dance/Gym taster sessions aimed at girls - £500</p> <p>£2000 Outdoor Learning</p> <p>Wigan Athletic included above</p>	<p>A new sport for everyone motivates and raises ambition. Signposting individuals to external clubs ensure passion is rewarded.</p> <p>Teachers become knowledgeable in a new sport and can influence provision in future years.</p> <p>Signposting pupils to external clubs encourages children to lead healthy lifestyles outside of school.</p> <p>Links with school vision to support the sustainability of local buildings and businesses.</p> <p>Club attendance and registers show participation is high.</p>	Make further links with external clubs to raise the profile of a range of sports.
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.	<p>Pupils participate in a range of activities such as raft building, orienteering, kayaking, paddle boarding, hill walking and ghyll scrambling.</p> <p>Subject leader to make booking and risk assess the visit.</p>	£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: Increase participation in competitive sport				Percentage of total allocation:
Total amount allocated: £1000 Actual Expenditure: £1000				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>	£0	<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>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.	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.	£0	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.