



Evidencing the use of the PE and Sport Premium funding: Impact Review

The DfE Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objectives of spending the PE sport premium funding at Priory Primary School:

- To broaden the sporting opportunities and experiences available to pupils
- To develop and reinforce a love of sport and physical activity
- To promote the value of healthy, active lifestyles
- To make improvements in our PE and sports provision that will be sustainable for the future
- To develop an ethos participation and team spirit across the school

We would expect indicators of such improvement to include:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Current numbers on roll: Nursery to Year 6 – 201

Pupils eligible for sport premium: Year 1-6: 152

Funding for Academic Year 2022/23 – £17,565 plus Carry forward £194 – TOTAL £17,759

Actual Spend: £ 17,345

PE and Sport Premium Impact Review – Reviewed July 2023

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> ● A refresh of equipment to ensure that the children have the opportunity for active play ● Whole school fitness & stamina drive ● Train new midday supervisors to structure and encourage active play at lunchtimes also planning to do a refresher session in April 23 ● Extension / improvement to Y5/6 climbing frame equipment 	<p>New equipment purchased for the whole school, lunch times and EYFS including throwing targets, basketballs and rugby balls.</p> <p>Still some inconsistencies with Lunchtime staff actively engaging. Whole school training in the new year to re-engage lunch time staff and breaktime supervisors.</p> <p>On investigation, the practicalities meant that pupils would lose play space, so instead we have installed a Traverse Wall</p>	<p>£751</p> <p>£980</p>	<p>Children have continued access to high quality equipment for PE. Increased activity levels at break and lunch time. More throwing and target equipment for EYFS on request of CM and CG.</p> <p>Engagement from lunchtime staff has improved with confidence slowly increasing. During wet plays, children are more engaged and it is not screen based time.</p> <p>Due to space constraints, we installed a mockrock climbing wall. Highly engaging from years 1-4 children, but more challenge is needed to engage the older and younger year groups.</p>	<p>After conversations with staff members, new equipment will be needed such as hockey.</p> <p>A drop off of engagement has been raised in staff briefings and has led for us to use SSP training for active break times in October training day, as well as sports leaders training for years 5 and 6 students to support lunchtime staff. EYFS have requested a similar set up in their area to build upper body strength, possibility to build higher handles across year 4 building.</p>
Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> ● Balance Bikes for EYFS (6) ● Continue to offer Forest School to the pupils vulnerable to disengagement 	<p>6 balance bikes and 2 wooden products purchased for EYFS area to build gross motor skills.</p> <p>Forest school equipment and resources refreshed. More children engaging across the</p>	<p>£1023</p> <p>£155.14</p>	<p>EYFS children engage brilliantly on balance bikes and their skill and confidence has improved. More children engaging with cycling across the school.</p> <p>Children continue to enjoy forest school sessions and we have now extended this to</p>	<p>Balance bikes may need “service check up”. CM, EYFS Lead, has requested a replacement of red mobile cars.</p> <p>A refresh of equipment and resources will be needed, possible introduction of wild</p>

<ul style="list-style-type: none"> / needing support for team working and problem solving ● Exercise Behaviour 1 x 10 weeks programmes 	<p>school as a form of pastoral support.</p> <p>Selected children participated in Exercise Behaviour programme.</p>	£2240	<p>taking the children to Putnoe woods for their final sessions.</p> <p>Children continue to show the links between their behaviour and their engagement. Behaviours are reported and the children have the opportunity to reflect and adapt for the following week.</p>	<p>flowers/plants to improve the area.</p> <p>Exercise behaviour is continuing next year with funding from the EISG. We are looking to target the future year 5 class to support behaviours within that class.</p>
<ul style="list-style-type: none"> ● SDP priority action to increase the duration and number of swimming sessions provided each year, plus provide booster sessions for Y5 & Y6 	<p>Classes for year 1 through to year 6. 6 45 minutes sessions for ks2 and 6 x 30 min sessions for ks1.</p>	£2454	<p>Children's confidence is slowly improving when in the swimming pool, but the continuation and the confidence is not being seen in the year 6 results.</p>	<p>High emphasis on swimming will need to continue in order to build our children's swimming confidence.</p> <p>Possibility of looking for a new swimming provider after some clerical errors with the current provider.</p>

Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> ● Training 2 x new Forest School staff ● Monitor and support teachers to use of new PE scheme of work: GetSet4PE, plus accurate use of assessment to inform planning ● Use School Sports Partnership membership to access high quality CPD 	<p>2 members of staff are currently completing their portfolio for forest school level 2 training.</p> <p>Getset4PE is consistently being used by the members of staff. Supported</p> <p>A higher spend for greater access to sports festivals and CPD for staff, including transport for year 1-4.</p>	<p>£1300</p> <p>£2915</p>	<p>This has allowed us to run forest school sessions for the children, and on the final Friday of half term, visit Putnoe woods. <i>E, year 4, "This is the first time I have been in the woods."</i></p> <p>Staff and children have a child focused PE curriculum, looking at physically literate children, not just sports.</p> <p>Children had access to at least 2 sports festivals throughout the year, as well as girls football and UKS2 cricket. Staff had access to 1 twilight CPD, focusing on multiskills which was requested by staff.</p>	<p>Ensure members of staff complete their portfolio. Possible need to train another member of staff in level 1, to support if needed.</p> <p>Renewal of membership this year as we are coming to the end of our 3 year subscription.</p> <p>More access again for next year, children will have better access to sports festivals, staff have 2 CPD sessions as well as extra curricular activities to boost fitness levels in KS2.</p>

Indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> After school clubs offered at highly subsidised rate across the school to develop sporting skills and broaden experience 2 hours per week throughout the school year led by qualified coach Cover pupil participation fees and provide staffing to support inclusion of PP and SEND pupils 	<p>KS1 and KS2 after school clubs offered a wide range of sports to broaden and enhance our current curriculum.</p> <p>At least one member of staff was supporting coaches in extra curricular activity, at some points, 2 adults needed to support SEND children.</p>	<p>£4645</p> <p>£744</p>	<p>All year groups experienced 2 half terms of enhanced sport to build towards a festival/event. After school clubs saw high engagement from KS1 children. To boost UKS2 engagement, we looked at suggestions on what they would like to have on offer.</p> <p>SEND and PP children evident in each extra curricular sports club. This allowed them to engage and participate in these sports alongside their peers/</p>	<p>LW and JF to look at the sustainability, however, offering extra curriculum clubs and coaching to enhance our curriculum is vital for the children to have high quality, engaging sports ready for a competitive festival.</p> <p>To allow SEND and PP to engage fully and access with their peers, this is needed to continue if possible.</p>
<ul style="list-style-type: none"> Continue to use notice board to provide information to parents / carers encouraging pupils to get involved in active lifestyle choices Link and introduce local clubs and providers 	<p>Notice board was used to engage parents in local Bedford Borough healthy moving initiatives.</p> <p>Limited interaction and links with local clubs, only several clubs offered at Biddenham upper school have been included in the notice board.</p>	<p>£138.18</p>	<p>Some initiative and engagement with the local sports community prior to Christmas, including Bedford borough clean air initiative.</p>	<p>Bedford Borough clean air point of contact has recently left his post, so LW will need to re-engage with the council. LW will need to engage with the local sports community to find what is available for advertisement.</p>
Indicator 5: Increased participation in competitive sport				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> Employ coaches to prepare pupils for participation in specific inter-school sports competitions and festivals - (subject leader time) 	<p>Scorner coaching employed to deliver 2 x 1 hour sessions each week. All year groups have had at least 2 half terms of enhanced sport.</p>	<p>See funding for 4.1</p>	<p>High quality coaching prepared the children for the sporting events. Year 3 came 3rd out of 6 in their cricket tournament.</p>	<p>Including high quality coaching in our curriculum would continue to enhance our focus on increasing the physical literacy of our children.</p>

<ul style="list-style-type: none"> • Members of school partnership for access to the organised competitions • Sports for Schools Elite Athlete visit to encourage & motivate a love of sport 	<p><i>See 3.3</i></p> <p>We did not look to engage an Elite Athlete visit due to time constraints.</p>			<p>An elite athlete visit could be a great way to start Healthy Schools' Week next June to engage and motivate the children.</p>
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Total Spend 2022/23 - £17,345

Carry Fwd to 2023/24 - £414

Meeting National Curriculum Requirements for Swimming and Water Safety

The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort	
What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres?	8%
What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	44%
What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?	0