

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



*Achieving together*

Commissioned by the  
Department for Education



Created by





## Bowling Green Academy Sports Premium Plan 2022/23

|                                     |                |                   |            |
|-------------------------------------|----------------|-------------------|------------|
| <b>Headteacher's name:</b>          | Jamie Stuttard | <b>Signature:</b> | J Stuttard |
| <b>Chair of Governors name:</b>     | Ken Inwood     | <b>Signature:</b> | K Inwood   |
| <b>Sports Premium Co-ordinator:</b> | Tom Andrews    | <b>Signature:</b> | T Andrews  |

The DfE continues to provide additional funding for schools to further develop PE and sporting activities and expects schools to be accountable for the use of the grant and also for the impact upon pupils' general wellbeing and fitness.

It is expected that schools will see an improvement against the following five key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
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

This year we will look to further increase our participation in sport (last year, all of our year 6 children took part in an external sporting event), providing a broader range of opportunities for pupils in the wider school community, cluster and the Halifax area. We are also looking to raise standards, attainment and progress of all pupils within the curriculum. Moreover, we strive to promote healthy and active lifestyles for all our children.

We will evaluate the impact of the Sports Premium funding as part of our normal self-evaluation arrangements. We will look at how well we use our Sport Premium to improve the quality and breadth of PE and sporting provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of. We will look at pupils' progress in PE as well as other areas of development such as self-esteem, confidence and the numbers of pupils involved in sporting activities in and out of school. Assessments will be made both formally and informally using our school assessment systems as well as feedback from staff and visitors to the school. We will also evaluate the impact of professional development opportunities in improving teaching and learning in PE.

**Total fund allocated:**

Total = £17,210

**Left from last year –**

£0

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

| Key achievements to date until July 2021:  | Areas for further improvement and baseline evidence of need:   |
|--|--|
| <p>Playground markings and equipment has increased physical time during the day and lunchtime/playtimes</p> <p>Daily Mile course laid and encouraged in each class.</p> <p>Extra-curricular clubs have enabled all children to have access to sporting coaching and activity.</p> <p>P.E. is regarded by all staff as a key part of school development.</p> <p>Resource audit and orders have supported PE teaching, including focus events such as Healthy Eating Week, Curo and Olympic-themed days.</p> <p>Real PE CPD sessions have had a positive impact on staff confidence</p> <p>CPD – Cricket and Rugby coaches have provided further development for staff</p> <p>Sports Cool lunchtime clubs – positive impact on engagement in physical activities for all children and renewed confidence in lunchtime staff.</p> <p>New equipment has enabled engagement of more children during play and lunchtimes.</p> <p>Sports Cool have delivered a variety of clubs and activities across a variety of disciplines, including frisbee, multi-sport and cricket.</p> | <p>Increased targeted activities to involve and encourage least active children and those with limited opportunities.</p> <p>Moki bands to be used by each house on a weekly rotation to help competition and offer opportunities for pupils to monitor their own fitness.</p> <p>Sports Leader Programme – led by Brooksbank School for a target year group</p> <p>CPD focus for new teaching/non-teaching staff for 2022/23</p> <p>Post-Covid restrictions, coordinate and enter more sport competitions or tournaments across the local area/cluster/MAT.</p> |

Swimming Data

|   |     |
|---|-----|
| Meeting national curriculum requirements for swimming and water safety.   |     |
| <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> | 94% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 89% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 78% |
| 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?  | No  |

## 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.

|   |   |   |   |  |  |
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| <b>Academic Year: 2022-23</b>   |   | <b>Total fund allocated: £17210</b><br><b>Left from last year – £0</b><br><b>Total = £17210</b> |   | <b>Date Updated: November 2022</b>   |  |
| <b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b> |   |   |   |  | Percentage of total allocation:<br>34%   |
| <b>Intent</b>   | <b>Implementation</b>   |   | <b>Impact</b>   |  |  |
| 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:  |   |  | Sustainability and suggested next steps: |
| Children to continue to receive high quality PE lessons and sports clubs provisions.  | Sports cool to continue to run dinner time and after school sports clubs and supplement teaching of PE alongside class teacher. | 2 lunchtimes and after school clubs per week<br>Autumn term (£1,350)<br>PE lessons (£3050)      | Children are able to share their learning in PE and articulate what they have learnt (including key vocabulary) and how they've learnt it. Children have been given opportunity to use the key skills from Real PE to access hockey and cricket coaching.   | Real PE scheme in place focus now on Real Dance and Real Gym units to be embedded as part of PE overviews. |  |
| Provide child-led sports opportunities during break and lunch times.  | Brooksbank to deliver accredited play leader training to year 6s.   | £610  | Large groups of children access sports clubs at lunch times. Including girls' football which has been attended by over 25 different girls from Y3 to Y6. Children in all KS2 classes have accessed dinner time activities with introduction of summer rota. | Newly appointed sports coach to continue to offer variety of sports activities at lunch times.             |  |
| Children to engage in outdoor activities, not currently available onsite, to ready them for year 6 residential trip.  | Year 5 to engage in outdoor pursuit style activities via ROKT or CI adventures.   | £50 per child x 17 children (£850)  | Year 5 children are now 'residential  | Year 5 children to access 'residential type' activities with CI adventures in summer term.                 |  |

|   |   |  |   |   |
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|   |   |  | ready'. Overcome fears around outdoor pursuit activities, wearing a harness, overcoming challenges.   |   |
|   | Total   | £5860  |   |   |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |   |  |   | Percentage of total allocation:   |
|   |   |  |   | 5%  |
| <b>Intent</b>   | <b>Implementation</b>   |  | <b>Impact</b>   |   |
| 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:  |
| <b>A.</b> Increase focus on how to lead a healthy lifestyle and how sport and diet play a part in our overall health (physical and mental).                 | <b>A.</b> Explore 'phunky foods' and equipment purchase.<br><b>A.2.</b> PE Co-ordinator to organise a 'Health Week', with the inclusion of different sporting challenges, including a focus on mental health and healthy eating.  | <b>A.</b> £150   | Children have accessed a broader range of sports and activities over the year. In discussions children talk about 'different sports' positively such as fencing and tri-golf. Skipping remains popular in the playground over the year with Y6 play leaders/MDS's leading this activity daily. eHNA anonymous survey for KS2 showed children have significantly healthier diets when compared to peers across Calderdale. | Work on healthy lifestyles and impact on overall health to be given higher priority and more focus in next academic year. |
| <b>B.</b> Broaden range of after school clubs and experiences   | <b>B.1</b> Explore companies who offer different types of sporting experiences, e.g. martial arts/forest school leaders and host 'experiences' and 'taster sessions' for all children to take part in.<br><br><b>B.2</b> Invest in equipment for different types of sport to be made available and introduced to all children in order to enhance provision. (To include shed to provide safe, weather proof storage) | <b>B1.</b> skipping workshop £245 +£200 further spend<br><br><b>B2.</b> up to £300 | Athlete visit has helped children understand how overcoming a range of hurdles can help them succeed – linked to school values of independence and tenacity.  |   |
|   | Continued Science/ PSHE curriculum, including adaptive curriculum from Y3-  | £0   | Electronic health needs assessment report – Children at Bowling Green   |   |

|  |   |       |  |  |
|--|---|-------|--|--|
|  | Y6 safeguarding survey and Y5/6 Electronic Health Needs Assessment (EHNA) |       | say their health is better in all areas compared to peers across Calderdale. |  |
|  |   | Total | £895   |  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |  |  | Percentage of total allocation:   |
|---|---|--|--|---|
|   |   |  |  | 22%   |
| 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:  |
| To continue to offer PE lessons that meet and exceed the NC.  | <ul style="list-style-type: none"> <li>a. Continue to subscribe to REAL PE to help guide PE lesson planning, teaching and learning.</li> <li>b. Offer CPD for areas of the curriculum teachers aren't as confident in – currently Dance and gymnastics.</li> <li>c. Sports Coach role – to support teacher CPD</li> </ul> | <ul style="list-style-type: none"> <li>a. £834</li> <li>b. £200</li> <li>c. £2685 (Jan-Aug)</li> </ul> | <p>Staff continue to deliver well planned, sequenced PE lessons in line with the national curriculum. From Summer term assessments, 89.9% of children are working at age-related expectations across school in Physical Education (Y1-6) OR Gross Motor (EYFS)</p> <p>Dance and Gymnastics has been delivered in KS1 and reception. Teachers speak about a new confidence to teach these domains in PE, and this has also had an impact on % of children achieving the standard expected for their age.</p> <p>Sports coach appointed for 2023/24 academic year.</p> | <p>Dance and Gymnastics units to be completed in all year groups.</p> <p>Continue to seek further dance and Gymnastic CPD for all staff.</p> <p>Continue to subscribe to Real PE.</p> |

|   |       |       |  |  |
|---|-------|-------|--|--|
| C | Total | £3719 |  |  |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |                    | Percentage of total allocation:<br>32%  |  |
|---|---|--------------------|---|--|
| 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:   |
| To broaden the range of after school clubs and sporting opportunities available through school.   | Offer dance and gym after school clubs.   | £600               | Children have had access to a broad range of sports including: football, cricket, tri-golf, tag rugby, dodgeball, handball, futsal, rock climbing, swimming, hockey, gymnastics, multisports, orienteering. Attended by 6 different PP eligible children. | Sports coach to continue variety of sports clubs in 2023/24.<br><br>Continue to invite outside agencies to deliver specialist coaching/opportunities (hockey, cricket, rock climbing)<br><br>September complete data on how many children access sports clubs outside of school and compare in July 2024 to better measure impact. |
|   | Offer multisport after school clubs (including inviting vulnerable/pp pupils for free)  | £2731              |   |  |
|   | Employ a sports coach with the remit to prepare children for inter-school competitions and accompany school teams to competitions.                          | £2000 (Jan – Aug)  | Children now understand the full range of sports and clubs available to them in the Halifax area and how they can access them.  |  |
|   | PE lead to organise workshops that provide outside agencies the opportunity to showcase sports that are unfamiliar to BG pupils. (skipping and hockey, etc) | £250               |   |  |
|   | Total   | £5581              |   |  |

| <b>Key indicator 5: Increased participation in competitive sport</b>  |  |                    |  | Percentage of total allocation:<br>7%   |
|---|--|--------------------|--|---|
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>  |   |
| 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:  |
| Increase school's equipment to be able to offer a broader range of sports available through family of schools' competitions.                                | Buy necessary equipment.   | £200               | 39 different KS2 children (49%) have taken part in competitive sports including: ten-pin bowling, futsal, handball, tag-rugby and football. (22 girls and 17 boys) (Pupil premium 7 children, 6 girls and 1 boy) | Continue to attend Calderdale sports events.<br><br>Liaise with other local and trust schools to provide opportunity for competitive fixtures (football, rounders, athletics) |
| Prioritise sports events that offer further progression (West Yorkshire, Yorkshire)   | Transport teams and accompanying staff to events.                | £450               |  |   |
| Increase number of children who attend competitive fixtures.  | Cover staff to accompany sports teams to events.                 | £505               |  |   |
|   | Total  | £1155              |  |   |

|                 |            |
|-----------------|------------|
| Signed off by   |            |
| Head Teacher:   | J Stuttard |
| Date:           | 02.12.22   |
| Subject Leader: | T. Andrews |
| Date:           | 02.12.22   |
| Governor:       | K. Inwood  |
| Date:           | 08.12.22   |

## Review Update

### Autumn term

**Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

Children continue to meet and in many cases exceed 30 minutes regular exercise via PE lessons, lunchtime clubs and games. The range of equipment in the playground does need updating in response to games that the children would like to play.

**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improve

The skills that run at the core of the Real PE scheme continue to promote independence through allowing children to take control of their own learning, kindness through the feedback we give to others during activities, tenacity in the face of challenges we face when trying to master skills and enjoyment by ensuring that as individuals we enjoy ourselves but also that our classmates enjoy themselves. This in turn promotes the school values and provides opportunities for children to display the desired qualities in other lessons and in turn drives school improvement.

**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

Continuation of Real PE scheme allows teachers to access their resources including CPD available. Real PE also being taught by Sports Cool coaches. Staff continue to speak positively about the Real PE scheme and are now in a position where they feel more comfortable adapting the lesson plans to suit their classes including incorporating Real Gym.

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

4 KS2 children attended ten pin bowling event in December (Y5 boy overall individual winner, team placed 3<sup>rd</sup> overall)

SportsCool continue to offer a range of after school, sports clubs including: inclusion games and archery in ks2 and multisports KS1.

**Key indicator 5:** Increased participation in competitive sport.

4 KS2 children attended ten pin bowling event in December (Y5 boy overall individual winner, team placed 3<sup>rd</sup> overall)

Opportunities for competitive sport within the family of schools were very limited during Autumn term. We have, however, entered handball, futsal and football tournaments for the Spring term.

### Spring

**Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

Children continue to meet and in many cases exceed 30 minutes regular exercise via PE lessons, lunchtime clubs and games. Introduction of girls' football club on a Friday lunch time has further aided this. Playground equipment has been restocked and now allows children to take part in further exercise and games during dinnertimes.

**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improve

The skills that run at the core of the Real PE scheme continue to promote independence through allowing children to take control of their own learning, kindness through the feedback we give to others during activities, tenacity in the face of challenges we face when trying to master skills and enjoyment by ensuring that as individuals we enjoy ourselves but also that our classmates enjoy themselves. This in turn promotes the school values and provides opportunities for children to display the desired qualities in other lessons and in turn drives school improvement.

**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

Continuation of Real PE scheme allows teachers to access their resources including CPD available. Real PE also being taught by Sports Cool coaches. Staff continue to speak positively about the Real PE scheme and are now in a position where they feel more comfortable adapting the lesson plans to suit their classes including incorporating Real Gym and Real dance – exploring options for further dance CPD.

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

KS2 Children given the opportunity to experience hockey, futsal and handball either through sports competitions or external coaching as part of class PE lessons. SportsCool continue to offer a range of after school, sports clubs including KS1 Gymnastics club oversubscribed throughout Spring term.

**Key indicator 5: Increased participation in competitive sport.**

20 different children (10 boys and 10 girls) attended competitive sports competitions during the Spring term.

Summer

**Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school**

Children continue to exceed the 30 minute daily guidance via PE lessons, dinnertime clubs, football, tag rugby, skipping.

Yorkshire cricket training play leaders to help support and organise lunch time activities

Yorkshire Cricket 'Chance to Shine' delivered in Year 2 to 5 during summer 1 in addition to regular PE lessons.

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improve**

The skills that run at the core of the Real PE scheme continue to promote independence through allowing children to take control of their own learning, kindness through the feedback we give to others during activities, tenacity in the face of challenges we face when trying to master skills and enjoyment by ensuring that as individuals we enjoy ourselves but also that our classmates enjoy themselves. This in turn promotes the school values and provides opportunities for children to display the desired qualities in other lessons and in turn drives school improvement.

Athlete visit 'Michael Churr'. Included: inspirational assembly on overcoming obstacles to success, using sport as a vehicle to success and gaining experiences that include travelling the world doing what you love.

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Continuation of Real PE scheme allows teachers to access their resources including CPD available. Real PE also being taught by Sports Cool coaches. Staff continue to speak positively about the Real PE scheme and are now in a position where they feel more comfortable adapting the lesson plans to suit their classes including incorporating Real Gym and Real dance – exploring options for further dance CPD.

Real Gym and Dance units delivered in KS1 and Reception.

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

Yorkshire cricket coaching.

Tag rugby clubs at dinner time.

Tri golf after school club.

Dodgeball after school club

Y5 rock climbing afternoon with CSI adventures

**Key indicator 5: Increased participation in competitive sport.**

Football fixtures (31 different children experienced competitive sport in KS2)

Tag rugby competition (3<sup>rd</sup> place finish in Calderdale)

38 different children have experienced competitive sport in KS2 in Spring and Summer terms.