**Barrow CE Primary School PE and Sport Premium Report for School Year 2022 – 2023**

**July 2023**

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| **Key achievements to date:** | **Areas for further improvement and baseline evidence of need:** |
| * Maintained and expanded Forest School curriculum across all age ranges, to broaden the outdoor educational experience. * Provision of additional storage for playground equipment and wellies to allow all-weather use of school playground and field. * Provision of a variety of additional sporting equipment to expand the range of school’s offer. | * To raise the profile of Physical Education, School Sport and Sporting Activity (PESSPA) across the school through teacher-led PE lessons and after school clubs as a tool for whole school improvement. * To further increase the school’s participation in competitive sport. * Continue to promote the culture of Forest School as a platform for physical wellbeing. * To support well-being and mental health following. |

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| **Meeting national curriculum requirements for swimming and water safety (There were 6 Year 6 children in the 2022-2023 cohort).** |  |
| What percentage of current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 83% |
| What percentage of current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 83% |
| What percentage of current Year 6 cohort perform safe self-rescue in different water-based situations? | 83% |
| 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 |

**In the school year 2022-2023, Barrow CE Primary School received £16,405 of PE and Sports Premium Funding which was all spent.**

**The actions plan set out below show how the school allocated this funding, and identifies the impact across 5 key indicators.**

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| **Academic Year:** 2022/23 | **Total fund allocated:** £16,405 | **Date Updated:** October 2023 | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| * That all pupils have at least 30 minutes of physical activity a day in school. * That all pupils have a 60 minute Physical Education lesson per week. * That all children are physically active for vast majority of the time. * Sports Ambassador Programme and development of Playground Leaders to encourage and develop leadership qualities of Year 5/6 pupils and therefore further raise the profile of PESSPA | * Children to build stamina in sustained physical activity through daily long distance run (KS1 & KS2) * For standards and quality of sessions to be monitored by SLT. * Investment in equipment and training for staff and students. | £5819.00 | * Pupils have received high quality teaching of PE * An increase in participation has led to a majority of children having developed much enthusiasm for organised team games. * All pupils have been introduced to competitive games in a controlled setting within 30 minutes PE sessions once a week. * All children encouraged to run the ‘Golden mile’ each day. * Sports leaders have set up and lead sports activities at lunchtime including a ‘Barrow marathon’ running group who aim to run the distance each month. (a section per day) | * To continue to monitor participation and the variety of different games introduced. * The daily long distance run (before lunch) has become established routine in KS2 and will continue. |
| **Key indicator 2:** The profile of PESSPA (Physical Education, school sports and Physical Activity) being raised across the school as a tool for whole school improvement | | | | |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| * The continued development of ‘Forest School’ to engage and enthuse pupils in outdoor, adventurous physical activities. * The employment of a fully qualified Forest School leader. * Sports Ambassador Programme and development of Playground Leaders to encourage and develop leadership qualities of Year 5/6 pupils and therefore further raise the profile of PESSPA. | * The consistent delivery of Forest School sessions to all age groups. * Year 5/6 pupils onto programmes and RG to oversee implementation of these in school through time tabling to ensure even coverage of playtimes. * Use Sports Ambassadors to deliver key messages and announcements in School Worship time. | £5,962 | * This has been a most successful venture with 100% participation by all pupils. It is very well led by an enthusiastic Forest School teacher and has had a most positive impact on the children’s physical activity, leading to increased confidence, self-esteem and a real desire to learn outdoors. * These programmes have provided more support and opportunities for Yr 5/6 pupils to lead and manage playtime games with increased independence. The children have demonstrated good leadership skills, providing friendship and support for the less active children during playtimes. * The Sports Ambassadors have taken the initiative to self-regulate arising disputes and have often helped resolve issues through announcements in Collective Worship such as ensuring footwear is changed before going on the field. | * The impact of Forest School to be highlighted and celebrated for prospective parents. * For current leaders to train next year’s team ready for a smooth transition. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * All pupils to receive weekly two hour PE lessons to be led by the class teacher with increased confidence. | * Subscribe to a PE scheme of work to support non-specialist staff in the implementation of quality PE lessons ensuring progression of skills throughout the school. * Teachers and TAs to observe/work alongside Specialist sports coaches to improve and develop subject knowledge across a variety of disciplines. | £750  Twinkle Subscription | * All teachers, having received CPD regarding the scheme of work and there is a consistent approach to planning, delivery and assessment across the school by all staff. * Pupil discussions continue to show increased positive attitudes towards PE lessons and their enjoyment and increased participation in those lessons. | * PE coordinator to develop CPD of all staff through release time in order to plan and observe PE lessons with a focus on assessment of pupil progress in PE and identifying clearer pathways for those pupils showing a particular talent and those that are more reluctant to take part in physical activity. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * To build greater links with the community to include the upkeep and presentation of the school allotment and gardens; So that pupils have a greater awareness of their local environments and the amenities eg. Horticultural society * To provide a wide range of extra-curricular sports clubs and signpost pupils with increased engagement or ability to local community clubs. * To offer a range of physical activities on residential visits | * Sessions were provided to deliver high quality gardening skills, teaching to all classes through all seasons. * To provide a range of extra-curricular sports activities on at least 3 days a week throughout the year. * Yr 3/4 residential trip to Tattenhall Centre to include sessions taught by specialist outdoor adventure leaders. * Yr 5/6 residential trip to Conway Centre to offer a range of outdoor adventurous activities. e.g. sailing, zip wire, low ropes course, orienteering, nightline obstacle course, dragon racing. | £2719 | * The sale of our garden produce to parents and friends of the school was popular and successful. * Feedback from both staff and children was that the high-quality teaching received both enthused and promoted a love of the gardening * Engagement levels were very high in all PE session, leading to increased confidence and competence in what was a new sport for many. | * To maintain links with local horticultural society. * Forest School teacher to continue delivery of high quality gardening skills/lessons. |
| **Key indicator 5:** Increased participation in competitive sport | | | | |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * Participation by pupils of all abilities so that competitive sport is inclusive. * Build greater links with other schools and with the community so that pupils have a greater awareness of the opportunities on offer. * Sporting citizenship, a sense of fair play and resilience including the ability to cope with and learn from disappointment. | * To make good use of the Sandstone School Sports Partnership for the coordination of competitive events * Select a range of pupils to make up teams in order to try to achieve greater overall participation in competitions. | £1155.00 | * Children enjoyed success and developed in confidence and resilience as a direct impact from participating in a variety of sports events and competitions both individually and as a team. | * To link teaching of a variety of different sports directly to the calendar of competitions to better prepare children individually and as a team. * To foster relationships with other schools and link for competitions and team games. |