**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.
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| **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: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext 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.
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| **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: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext 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.
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| **Key indicator 5:** Increased participation in competitive sport |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext 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.
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