**Barrow CE Primary School PE and Sport Premium Report for School Year 2023 – 2024**

**July 2024**

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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. * Created stronger links to sports partnerships and increased participation rate in competitive school sports. * Provision of additional storage for playground equipment. * Provision of a variety of additional sporting equipment to expand the range of school’s offer. | * To raise the profile of Physical Education, School after school clubs. * To further increase the school’s participation in competitive sport. * Continue to promote the culture of Forest School as a platform for physical and mental health wellbeing. |

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| **Meeting national curriculum requirements for swimming and water safety (There were 4 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? | 100% |
| What percentage of current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 100% |
| What percentage of current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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 2023-2024, Barrow CE Primary School received £16,405.00 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:** 2023/24 | **Total fund allocated:** | **Date Updated:** November 2024 | |  |
| **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 during (including 30 minutes of physical team building games) Forest Schools session every other week. | * Children to build stamina in sustained physical activity through daily long distance run (KS1 & KS2) * Employment of specialist Forest Schools lead * For standards and quality of sessions to be monitored by SLT. | £5879.00 | * 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 at lunchtimes. * All pupils have been introduced to competitive games in a controlled setting within 30 minutes PE sessions once a week. * All children across all ages have the opportunity to take part in competitive sport against other schools (9 schools) through a partnership with Duddon St. Peter’s School. | * 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. * Maintaining the Forest school experience for all children. |
| **Key indicator 2:** The profile of PESSPA 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: |
| * Maintaining ‘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. | * Maintain fortnightly Forest School sessions for all children in all year 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. | £5,962.00 | * This continues to be 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. Examples of child led activities witnessed at playtimes are: infant football, girls’ football, basketball, netball, tennis skills and survival tag. 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. * Governors to be updated and kept informed through head teacher’s report at C & S and FGB meetings. |

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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 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. | £575.50  Twinkle Subscription | * All teachers, have received CPD through working alongside more experienced staff. Throughout the year they have reported that pupils have had enhanced quality of teaching and learning. Also, that they as teachers have enjoyed and benefitted from the sessions and this in turn has impacted greatly upon their subject knowledge and confidence to lead their own successful PE lessons. * Pupil voice shows increased positive attitudes towards PE lessons and their enjoyment and increased participation in those lessons led by both sports specialist and teachers. | * PE coordinator to develop pupil voice and self and peer assessment. * All staff to be released to make 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. * Vary sporting activities to support children’s confidence in taking part in competitive sport outside of the school day. |
| **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 gardens; So that pupils have a greater awareness of gardening and environmental issues. * 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 by school staff 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. | £2719.50 | * The sale and/or donation of our garden produce to parents and friends of the school was popular and successful. * Both staff and pupil voice shows 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. * An outdoor adventurous activities day trip was organised for Years 5 and 6 to focus on leadership skills, teamwork and well-being. | * To maintain links with local horticultural society. * Forest School teacher to continue delivery of high quality gardening skills/lessons. * Consider a residential visit for Year 1 and 2. |
| **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 Tarporley High School’s Partnership for the coordination of competitive events. * To join together with Duddon St. Peter’s School to develop a combined team in all sports to ensure participation and social development. * Select a range of pupils to make up teams in order to try to achieve greater overall participation in competitions. | £1269.00 | * 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. Sports have included cross country, tag rugby, basketball, handball, kwik cricket, hockey, rounders and athletics. | * 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. |