

Bishop Rawle C.E Primary School

Sports Funding Impact Report



2023/24

What is the PE and Sports Premium Funding?

The government has provided funding of over £320 million per annum since 2013 to provide new, substantial primary school sport funding. This funding is being jointly provided by the Departments for education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children. The sport funding can only be spent on sport and PE provision in schools.

Purpose of funding

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The 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

The funding has been provided to ensure impact against the following **OBJECTIVE**: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

Key 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 Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

Here at the Bishop Rawle C.E. Primary School we value the difference physical education and sport can have on children's lives and we work hard to embrace all the opportunities we can to give pupils access to as many sporting experiences as possible. In addition to this we advocate and use the outdoor environment as much as possible to add value to the curriculum our pupils receive.

Amount of grant received IN YEAR 2023/24: £16,000 + £10 per pupil

Area of Focus	Amount spent	Impact	Sustainability
<p>PE Curriculum & improving the quality of teaching and learning.</p> <p>Increase staff confidence and ability to lead PE and physical activity opportunities and improve knowledge and understanding as per identified needs on audit.</p> <p>Improve access to equipment so all children can make better progress.</p> <p>Raise the profile of PE across the school.</p> <p>Judge effectiveness and impact of sports funding spend and action plan.</p> <p>Improve staff subject specific knowledge in swimming and increase number of pupils meeting recommendations.</p> <p>Key Indicator 3: Key Indicator 2: Key Indicator 4:</p>	<p>£2980 sports coaches teaching alongside school staff.</p> <p>£600 CPD costs</p> <p>£1500 teacher release time to attend training and develop resources.</p> <p>£1000 resources</p>	<p>Through the delivery of well-planned lessons, an engaging curriculum and high quality teaching, pupils have continued to make good progress in lessons and develop their physical skills, knowledge and independence.</p> <p>Pupils feedback on their enjoyment and engagement in lessons and this continues to grow so that all pupils have positive experiences, improved self-esteem, knowledge of the importance of being active and staying healthy and a love of PE.</p> <p>School, PE lead and other members of staff remain up to date with latest guidance and best practice in the subject through sharing ideas and this ensure the best possible impact and outcomes for pupils.</p> <p>Pupils enjoy swimming activities, understand water safety, feel confident in the water and are making good progress with their skills.</p>	<p>PE remains a well-managed and well led subject with PE leader being confident in their knowledge and ability to ensure high quality outcomes for the school. Staff delivery and confidence to teach high quality PE remains high so that future pupils benefit from well taught lessons and the positive outcomes that come from this.</p> <p>Key stakeholders of the school understand and support the subject and this has become part of the whole school ethos and is something that is highly valued</p>
<p>Raising the profile of health & wellbeing and the development of life skills.</p> <p>Improve pupils emotional health and well-being.</p> <p>Build upon and support pupils to develop key life skills</p> <p>Engage with parents on activities that can be continued at home for health and wellbeing.</p> <p>Key Indicator 1 Key Indicator 4 Key Indicator 5</p>	<p>£1000 health and wellbeing resources</p> <p>£1800 teacher release time</p> <p>£500 playground equipment</p> <p>£1000 after school opportunities</p>	<p>There has been an increased awareness of health recommendations and particular attention paid to improving emotional health and well-being and supporting pupils with strategies to improve this. A yoga room has been developed and pupils have regular access to this as well as targeted groups of pupils having interventions and support.</p> <p>Parents feel involved in the school and their child's education and are actively supporting learning and health through activities they do at home and in the community.</p> <p>The number of pupils being more physically active within the school day. Lunchtimes have been developed so that staff feel more confident in setting up and leading a range of different physical activity opportunities for pupils. Pupils have</p>	<p>Staff and pupils will continue to use strategies for emotional health and well-being and these will be embedded into practice and have a long term impact on their ability to deal with challenging situations. Life skills developed will staff with pupils in future years and these opportunities within the curriculum will continue to be offered to pupils in suture year groups</p>

		<p>been trained to become play leaders and this is having an impact on their self-esteem and confidence. Pupils have enjoyed the new activities on offer and even started creating their own games.</p> <p>There is increased pupil engagement and involvement in activities through the additional after school clubs on offer and through forest school curriculum opportunities that pupils have accessed at the Valley Primary School.</p>	
<p>Wider Curriculum and competitions</p> <p>To link and share ideas with other schools who value PE and Sport in the area.</p> <p>To get back up and running with calendar of competitive opportunities with CADSSA</p> <p>To provide personal best challenges for pupils to take part in.</p> <p>To achieve the school games mark</p> <p>Key Indicator 2</p> <p>Key Indicator 5</p>	<p>£650 contribution to SSCO role and link with the high school for transition</p> <p>£165 CADSSA fees</p> <p>£1250 teacher release time</p>	<p>Through taking part in competitive activities pupils are developing their understanding of how to deal with their emotions and also developing life skills such as trust, respect, teamwork and communication.</p> <p>Pupils have had the opportunity to see others points of view and perspectives. They have improved their confidence and self-esteem through beating their own scores and trying their best.</p> <p>School has achieved gold status in the school games mark for the opportunities they have provided.</p>	<p>Pupils have made connections with pupils from other schools through sport and competition. They have had to use key life skills in these situations and these experiences will stay with them and skills will be used in the future. Competition calendar will continue in future years so other pupils can experience this.</p>

[Meeting National Curriculum requirements for swimming and water safety.](#)

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u>
		<u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	81%	

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	67%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	<i>All children have taken part in water safety talk and lessons whereby they have all shown effective ways of safe self-rescue.</i>
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	<i>Observations at the poolside during swimming lessons. Conversations had between school staff and qualified swimming instructors.</i>

Signed off by:

Head Teacher:	<i>Averil Kirk</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jared Eccles</i>
Governor:	
Date:	19/07/24