|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Summary information** | | | | | | |
| **School** | Bishop Bridgeman CE Primary School | | | **Date** | Summer 2024 | |
| **Academic Year** | 2023/2024 | **Total Sport Premium budget** | £19,690.00 | **Total number of pupils** | 467 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Current attainment** | | | | |
|  | | | **% Autumn 2023** | **% Autumn 2022**  **(prev** |
| **% swimming competently, confidently and proficiently over a distance of at least 25 meteres** | | | **17%** | **21%** |
| **% using a range of strokes effectively** | | | **17%** | **21%** |
| **% perform safe self-rescue in different water based situations** | | | **17%** | **21%** |
| **Barriers to pupils progress in physical education** | | | | |
| **Academic barriers** | | | | |
|  | | Limited experience of a range of sports or activities. | | |
|  | | Regular engagement in physical activity. | | |
| **C.** | | Attainment in swimming, many pupils have not experienced swimming prior to school. | | |
| **Additional barriers** *(issues which also require action outside school)* | | | | |
| **D.** | | Participation in competitive support outside of school | | |
| **Intended outcomes** | | | | |
|  | Increased engagement for all pupils in regular physical activity | | | |
|  | Profile of PE and sport raised across school as a tool for whole-school improvement | | | |
|  | Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | |
|  | Broader experience of a range of sports and activities offered to all pupils | | | |
|  | Increased participation in competitive sport | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Success Criteria** | | | | |
| **Criteria** | **Evidence** | **Autumn Evaluation** | **Spring Evaluation** | **Summer Evaluation** |
| **Increase in % able to swim confidently at least 25 metres at EOKS2.** | Swimming data  PE coordinator reports | 17% of children have achieved the expected standard for Key Stage 2. This information will be shared with parents and information provided on how they access further swimming resources at Bolton One. | 17% of children have achieved the expected standard for Key Stage 2. This information will be shared with parents and information provided on how they access further swimming resources at Bolton One. | 17% of children have achieved the expected standard for Key Stage 2. This information will be shared with parents and information provided on how they access further swimming resources at Bolton One. |
| **Increase in % able to use a range of strokes effectively at EOKS2.** | Swimming data  PE coordinator reports | 17% of children are confidently using a range of strokes effectively. This information will be shared with parents and information provided on how they access further swimming resources at Bolton One. | 17% of children are confidently using a range of strokes effectively. This information will be shared with parents and information provided on how they access further swimming resources at Bolton One. | 17% of children are confidently using a range of strokes effectively. This information will be shared with parents and information provided on how they access further swimming resources at Bolton One. |
| **Increase in % able to perform safe self-rescue at EOKS2.** | Swimming data  PE coordinator reports | 17% of children are able to perform self-rescue EOKS2. This information will be passed on to parents. | 17% of children are able to perform self-rescue EOKS2. This information will be passed on to parents. | 17% of children are able to perform self-rescue EOKS2. This information will be passed on to parents. |
| **Increase in % attaining ARE in all year groups.** | PE coordinator reports  Internal data  Governor reports | Strengths   * Majority of year groups (83%) are achieving above target 76% in P.E skills. * Disadvantaged pupils are achieving at least in line with other pupils in the majority of year groups. * Improvement in SEND attainment – in line with other pupils in half the year groups.   Areas for improvement   * No greater depth attainment in any year group other than Y3 and Y6. * SEND attainment lower than other pupils in half the year groups.   Focus for Monitoring   * New adaptive teaching strategies being used in lessons – with particular focus on SEND. * Monitor the use of head, heart, hands visuals technique during input for explicit instruction * Check teachers are expertly monitoring procedural knowledge in lessons.   Implications for teaching   * CPD for teachers on head, heart, hands visuals technique for input. * Adaptive teaching strategies to be implemented to improve SEND attainment. | Strengths   * Majority of year groups are achieving above target 76% in P.E skills * Disadvantaged pupils are achieving at least in line with other pupils in the majority of year groups. * Improvement in SEND attainment compared with Autumn   Areas for improvement   * No greater depth attainment in any year group other than Y3, Y5 and Y6. * SEND attainment lower than other pupils in half the year groups.   Focus for Monitoring   * Adaptive teaching strategies being used in lessons – with particular focus on SEND. * Monitor the use of head, heart, hands visuals technique during input for explicit instruction * Check teachers are expertly monitoring procedural knowledge in lessons.   Implications for teaching   * CPD for teachers on head, heart, hands visuals technique for input. * CPD for specialist areas (Gymnastics) * Adaptive teaching strategies to be implemented to improve SEND attainment. | Strengths   * Majority of year groups are achieving above target 76% in P.E skills * Improvement in SEND attainment compared with Spring   Areas for improvement   * No greater depth attainment in any year group other than Y3, Y5 and Y6.   Focus for Monitoring   * Adaptive teaching strategies being used in lessons – with particular focus on SEND. * Monitor the use of head, heart, hands visuals technique during input for explicit instruction * Check teachers are expertly monitoring procedural knowledge in lessons.   Implications for teaching   * Continued use of head, heart, hands visuals technique for input. * CPD for specialist areas (Gymnastics) to be reviewed. * Continued implementation and review of adaptive teaching strategies to improve SEND attainment. |
| **Increase in % of children achieving above age related expectations in P.E** | P.E data | In Years 3 and 6 children are achieving the higher standard.  Focus next term will be to monitor that there are opportunities within lessons to develop greater depth skills across all year groups.  CPD will be delivered next term for Key P.E coach to ensure that teachers are confident developing children’s skills and assessing those children who are achieving above the expected standard. | In years 3, 5 and 6, children are achieving the higher standard an increase from the previous term.  CPD opportunities have been delivered this term to support staff in identifying and assessing children who are greater depth in P.E.  Continue to monitor assessments and support staff in identifying children who are achieving the higher standard in P.E. | In year 6 increase in number of children who are achieving the higher standard in P.E from 5% to 14%.  In Year 3, 10% of disadvantaged children are achieving the higher standard.  Focus area of monitoring in 2024/2025 is the number of children who are achieving greater depth in P.E. Continue to support teachers to challenge children to achieve greater depth. Share examples across the school of what greater depth looks like. |
| **Increase in the number children being active at playtimes/lunch times and completing the daily mile.** | Pupil conferencing  Monitoring | Lunchtime rota has been developed to ensure that children are completing a range of  activities each lunch time, including daily mile and play leaders. | Playleaders have been embedded and children are confidently organising and setting up games at lunch time.  Next steps, provide training for Key P.E skills to continue to develop skills that children can sustain and share with their peers. | Pupil conferencing identified that children are able to explain the importance of being active and the effects that this has on the body and mind. Children are confident leading activities with their peers and developing new skills. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Increased Engagement** | **Planned Expenditure** |  | | | | | | |
| **Action** | | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Sustainability** | **Staff lead** | **When will you review implementation?** |
|  | Dance/Gymnastics CPD  £3587 | | CPD/ team teaching sessions provided by a dance/gymnastics specialist will be given to all teachers to increase confidence and skills to deliver dance and gymnastics.  CPD will be reactive based on the findings from P.E monitoring. | Feedback from teachers to show that further CPD/team teaching opportunities to increase subject knowledge and skills to deliver dance/gymnastics lessons. | Monitoring  Pupil conferencing  Discussion with class teachers. | Teachers will gain knowledge in specialist areas of the curriculum to be able to deliver high quality lessons in dance and gymnastics. | CF/KA | July 2024 |
|  | Fundamental Movements.  £3,182 | | CPD opportunities provided to all EYFS staff to demonstrate ways that fundamental movement and gross motor skills can be developed using a range of exciting activities and resources. | To provide support developing key physical development skills to apply to P.E and movements to which can be applied when developing writing skills. | Monitoring  Discussion with EYFS staff. | Teachers will be provided with activities and ideas that can be applied to set up own fundamental movement activities within the continuous provision. | CF/ZO | July 2024 |
|  | Continuous Provision  £3,300 | | Increased opportunities for children in EYFS and Year 1 to be active as part continuous provision. This will be led by a P.E coach and designed to teach children importance of being active and additional opportunities to take part in fun physical activities. | Chief medical officer guidelines recommend all children engage in at least 60 minutes of physical activity a day. | Monitoring  Discussion with EYFS staff.  Pupil conferencing. | Children will have increased opportunities to be active during continuous provision.  Staff will gain knowledge on how they can incorporate different physical activities into the continuous provision. | CF/ZO | July 2024 |
|  | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Raised profile of P.E.** | **Planned Expenditure** |  | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Sustainability** | **Staff lead** | **When will you review implementation?** |
|  | Breakfast Club  £5,200 | Children to have increased opportunities to be active throughout school day.  To promote a healthy lifestyle for children and additional opportunities for children to complete exercise.  Children will be active in school and having a positive start to the day. | Chief medical officer guidelines recommend all children engage in at least 60 minutes of physical activity a day.  Additional opportunities for children to be active in the school day. | Monitoring  Pupil conferencing | Children will be taught the importance of staying active throughout the day.  Children participate in wide range of games and physical activities.  Breakfast club staff will be able to deliver a wide range of games and sports activities. | CF/HH | July 2024 |
|  | Play Leaders  £1,040 | To increase the opportunities for children to be active at lunch time.  Children to receive support and training from Key P.E to deliver games at break and lunch times. Coach to ensure there are maximum opportunities for children to be active.  Teach children games which can be applied to a range of different contexts. | Chief medical officer guidelines recommend all children engage in at least 60 minutes of physical activity a day. | Pupil conferencing  Lunch time Monitoring. | Children will have skills to organise and play a range of games.  SMAS assistants to develop skills to support children taking on the play leader role. | CF | July 2024 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Broader experience of a range of sports and activities** | **Planned expenditure** | |  | | | | | | |
| **Action** | | | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Sustainability** | **Staff lead** | **When will you review implementation?** |
| Gymnastics/ dance after school club  **£1,591** | | | Promote a broader range of sport activities to increase pupil engagement. | Feedback from children showed that they wanted a wide range of after school clubs to provide competitive opportunities. | Data analysis  Pupil conferencing | The profile of after schools’ clubs will be raised throughout school. | CF | July 2024 |
| Key P.E After school clubs  **£1040** | | | Promote a broader range of sport activities to increase pupil engagement.  Prepare children to engage in a range a competitive sports.  There will be increased opportunities for children to be active and experience a wide range of sports. | Pupil conferencing highlighted that children wanted a wide range of after school clubs to provide competitive opportunities. | Pupil conferencing | The profile of after school clubs will be raised in school.  Children will be passionate and engaged in experiencing a wide range of sports. | CF | July 2024 |
|  |  | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Increased participation in competitive sport** |  | **Planned expenditure** | | | | | | |
| **Action** | | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Sustainability** | **Staff lead** | **When will you review implementation?** |
| Tournaments and CPD Opportunities  Access to a range of competitive and non-competitive sport tournaments against schools across Bolton.  **£100** | | Continue to increase participation in competitive sports. | Youth Sport Trust case studies demonstrate the impact of competitive sport on physical and mental well-being. | Pupil conferencing  Monitoring number of children attending tournaments. | Children will be passionate and enjoy taking part in different sporting competitions. | CF | July 2024 |
|  | **ESSA Academy Cluster Sports Tournaments**  **£650** | | Increase participation in competitive sports. | Motivate children and provide opportunities for them to participate in sporting competitions. | Pupil conferencing  Monitoring number of children attending tournaments.  Increased engagement in children participating in competitive activity. | Children will be passionate and enjoy taking part in different sporting competitions. | CF | July 2024 |

|  |
| --- |
| Total 19,690 |