 ** Bird’s Bush Primary School – Primary Sports Premium Funding Report 2021-2022**

**Details with regard to funding**

Please complete the table below.

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| --- | --- |
| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £ |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £17,840 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £17,840 |

**Swimming Data**

Please report on your Swimming Data below.

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| **Meeting national curriculum requirements for swimming and water safety.** |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.  Please see note above | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above | 89% |
| **What percentage of your 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? | Yes/No |

**Action Plan and Budget Tracking**

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

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| **Academic Year:** 2021/22 | **Total fund allocated: £17840** | **Date Updated: 26.7.22** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| 56% |
| **Intent** | **Implementation** | | **Impact** |  |
| *Your school focus should be clear what you want the pupils to know and be able to do and about*  *what they need to learn and to*  *consolidate through practice:* | *Make sure your actions to achieve are linked to your intentions:* | *Funding allocated:* | *Evidence of impact: what do pupils now know and what can they now do? What has changed?:* | Sustainability and suggested next steps: |
| To maintain high levels of physical activity during and after the school day.  To continue to enhance the lunchtime provision to ensure all pupils are keeping active during lunchtime. | * Provide each at least two hours of PE each week. * Offer a broad range of sporting opportunities. * Pupils of all ages, abilities and interests access a range of weekly after school clubs. * Provide extra-curricular provision for pupils with low self-esteem in physical activity. * Begin subscription with Teach Active. Deliver CPD to staff on how to use Active Mathematics in order to increase progress and activity levels. * Ensure all staff are using active mathematics at least once a week. * All staff are aware about ensuring pupils are active for at least 30 minutes each day. * Provide a PE related parental workshop for each year group. * Celebrate National Sports Week 2022 and the Common Wealth Games. * Enhance the existing outdoor provision, to support pupils to access and use the new playground markings, so all pupils engage with the outdoor environment. * Personal challenges to be set up for pupils to complete at break time and lunchtime with the support of the Play Leaders. * Appoint more Peer Mentors lead activities at break and lunchtime. * **Provide the Peer Mentors with clear roles to they have individual responsibilities.** | Teach Active **£975**  Active Planner **Free**  Coach  £9,000  Connect Ed Play Leader Training **Free** | Pupils' physical activities have increase by undertaking active Maths and English.  All children have had the opportunity to attend lunchtime sports club, encouraging physical activity and also providing the children with a range of sporting experiences. As there are a range of activities and clubs, it is inclusive for all children including those less active.  Children report that they have enjoyed some of the clubs but the impact has not transferred to unstructured activities on the playground as we had hoped  The school celebrated and acknowledge the Common Wealth games which was taking place in Summer 2022. Ambassadors from the games came in to deliver a whole school assembly to educate the children of the importance of the game.    Year 5 have taken the role of peer mentors this academic year. Supporting KS1 in physical activities during breaktimes and lunchtimes. | Teachers continue with this into next academic year – support identified for new staff to be delivered in phase teams  Not sustainable in current model due to staffing arrangements – more focussed sports clubs at lunchtime to be considered  Train new cohort of peer mentors  Actions for playground development to roll over to next year |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 0% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about  what they need to learn and to  consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To top up swimming lessons to increase the percentage of pupils leaving year 5 with national requirements.  **To enhance the school’s website to ensure it is easily accessible and raises the profile of PE.**  To continue to involve parents and families in the physical education of their children.  Wellbeing afternoons to improve pupils’ understanding of a healthy lifestyle, changing attitudes and behaviours over time.  **To raise the profile in other areas including SEND sport participation to increase involvement.**  To continue to engage pupils within and beyond the curriculum in leading, managing and officiating. | * PE lead to track and gather data * Update the school website so the PE information is up to date, fresh and easy to access. * Continue to communicate effectively with parents about sporting achievements. * Weekly updates on the school’s website informing parents about upcoming sporting opportunities as well as any sporting news. * Greater Participation in P.E and sports in the wider community via the ‘Tamworth Sports Council’ website. Parents receive letters about clubs, sporting events, competitions and trips. * Half-term newsletters inform parents of curriculum coverage. * Offer parental workshops for parents to attend with their children. * Invite parent into praise assembly to celebrate their children’s achievements.   Have an end of year Sports assembly to celebrate pupils’ achievements across the year.   * PE lead to provide staff with CPD to make connections between the PE, Science and PSHE curriculums. * Meeting with SLT to discuss focusses for each wellbeing afternoon. * PE lead, PSHE lead, Science lead and HT to work collaboratively, providing plans linked to the key focuses for staff to access for own class. * Wellbeing discussions to take place during coaching circle activities. * Introduce clubs to target SEND pupils. * Raise the profile of Sporting Values. * Enhance the quality of the extracurricular club provision. * Enter more unified sport competitions. * Appoint Sports Leaders for each class each house. This forms the Sports Council. * Year 6 to lead practice competitions for Year 2, including Multi skills, as well as, organising an OAA activity for another year group to participate in. * Adapt the existing provisions based on the outcomes of pupil voice. * Build in opportunities for pupils to lead different parts of the lesson, whether that be leading the warm up, officiating or setting up equipment. * Organise activities for Bird’s Bush Sports Day and National Sports Week 2022. | **0**  ELSA  £3000 | Swimming provision adequate through NC provision  Change of PE leadership has redefined priorities – this will roll over to next year  Introduction of ELSA and training of SMHL developed more through the year and will continue to develop this in line with SCIP  Extra curricular clubs well attended. Range of sports offered over the year to enable inclusive provision – approx. 50% of pupils with SEND participated in clubs  All children had the opportunity to participate in lunchtime sports clubs. Teacher targeted children who were less active or Pupil Premium.  Children taking ownership of their learning promoting independence (evidence PE Passport)  All children had the opportunity to participate in Sports Day as there was a range of track and field events. Sports were inclusive so that all children were able to engage and have a positive attitude to competing. | Continue 5 terms of swimming for y5 plus catch up term for y6  Roll actions over to next year  Priority on ScIP  Continue to support inclusive approach to extra curricular clubs  Sports leaders to be appointed |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 4% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To continue to maintain high quality PE teaching and learning through team-teaching and coaching.  Teachers to become more confident in delivering physical education and assessing pupils across all areas of PE. | * Adapt the LTP and MTPs to meet the pupils’ needs and the health and safety requirements of the recovery curriculum. * New PE lead liaise with MAT network to develop and support subject leadership. * Progression documents created for the health, wellbeing, personal development and social development during PE lessons. Provide CPD for staff**.** * PE lead to highlight areas for development throughout school in order to provide the correct CPD. * Provide teachers with further CPD to enhance their confidence and knowledge when delivering and assessing sport. * Introduce and embed PE Passport during lessons, use the end of unit assessment system to inform future planning **and implement end of lesson assessments.** * PE lead and SLT to complete termly lesson observation and learning walks. * Audit available resources and ensure staff are aware of the available equipment for their lessons. | PE Passport **£599**  Subject release time | PE provision is progressive and sequential with assessment recorded on PE passport.  This has allowed for quality first teaching to be implemented within school through the advice and support of teachers which have move experience.  PE passport has been successfully implemented across school to ensure all pupils receive an PE curriculum which is broad and balanced based on knowledge and skills. | LTP to be revised to ensure progression of skills is clear |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 0% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To continue to provide opportunities for pupils to participate in a plethora of sporting opportunities, both within the school curriculum and as part of extra-curricular activities. | * The LTPs from Reception to Year 6 offer opportunities for pupils to build on the skills needed for as well as play a range of sports. * Offer a range of sporting clubs for pupils to participate in afterschool. * Provide parents with opportunities to take part in workshops aimed at trying new sports. * Resource and deliver the Bird’s Bush School Games. * To achieve Silver Sports Mark award * **Celebrate National Sports Week 2022 and the Olympics.** | Tamworth sports council  Free | Change of subject leadership has redefined priorities – this will be rolled over to next year | Sports mark |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 0% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To continue to provide opportunities for all pupils to compete at the appropriate level.  To continue to promote the school’s house system to ensure pupils are given more opportunities to compete at the appropriate level. | * Increase the number of sporting competitions entered. * Provides opportunities for teachers to highlight pupils who are ready to compete in Level 2 competitions, including A, B and C teams. * Pupils of all ages, abilities and interests are able to access competitions, which are appropriate to their levels. * Provide more interesting ways to compete in houses, including the Bird’s Bush School Games, Golden Miles and Invasion Game sports. * Enter more unified sport competitions. * Achieve the Silver Mark in the School Sports Mark accreditation. | PHMAT PE Network Meetings  **Free** |  |  |

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| Signed off by | |
| Head Teacher: | S Barnes |
| Date: | 26.7.22 |
| Subject Leader: | Esther Johnson |
| Date: | 08/11/21 |
| Governor: | P Hollis |
| Date: | 26.7.22 |