

Bridgewater PE & Sport Premium Funding 2021/22

£19510



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

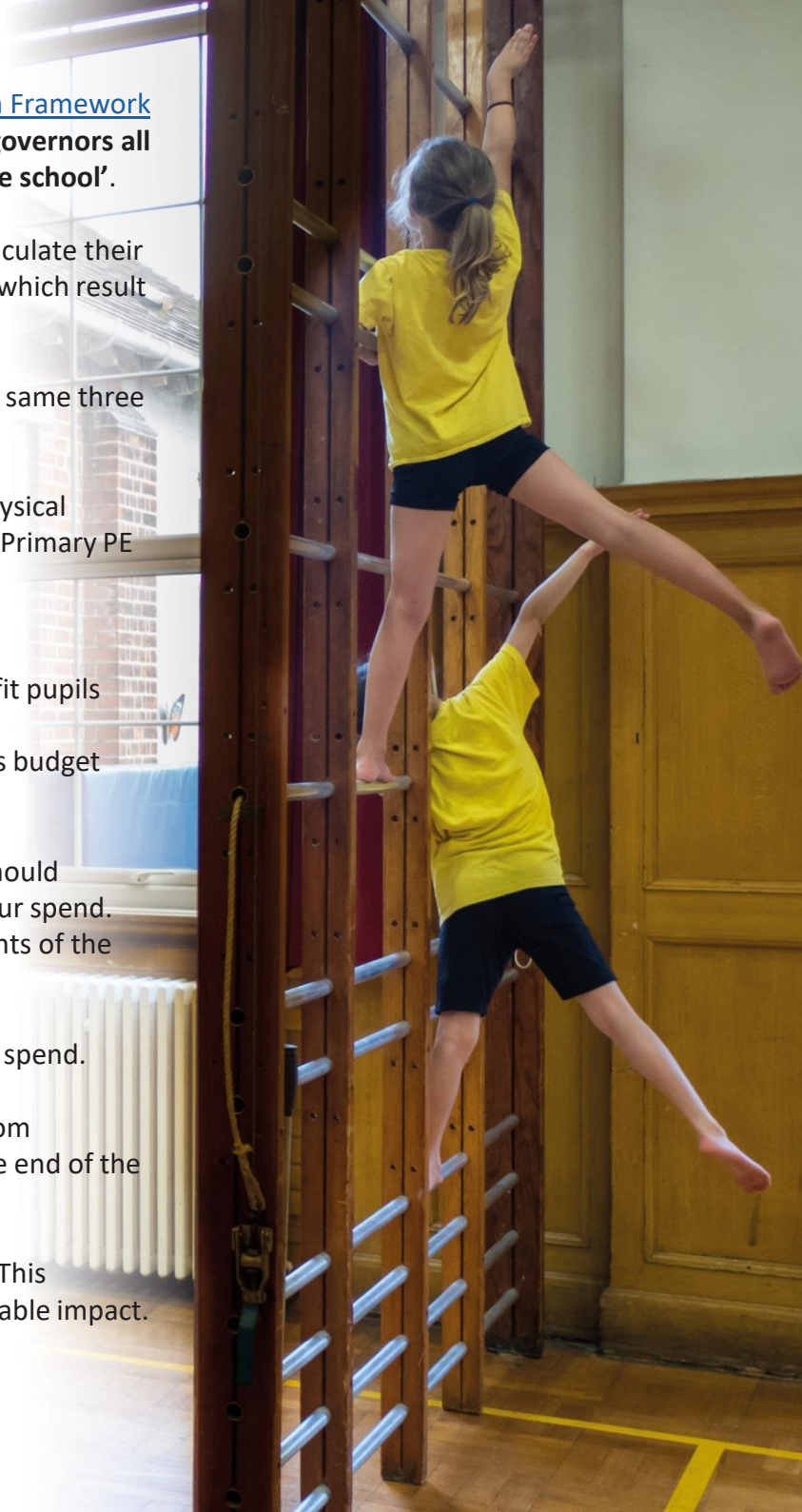
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact.



Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021.

To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>We have committed to upskilling our teachers using a PE coach and Dance Instructor.</p> <p>PE lessons with Newcastle Sport Service coach for Y1 to Y6 and the ARP provision.</p> <p>We have used PE assessments to drive interventions and staff development sessions.</p> <p>We have developed PE assessments to be used by teachers.</p> <p>We have engaged in several competitions both in the Trust and within the School Games and Healthy Active Lifestyles programmes.</p> <p>Development of virtual lessons/activities during lockdown.</p> <p>We have engaged in several competitions both in the Trust and within the School Games and Healthy Active Lifestyles programmes.</p> <p>We have provided booster swimming lessons for children where needed.</p> <p>We have achieved the School Games Mark Silver Level.</p> <p>We have engaged in Trust competitions.</p>	<p>Continue to review the daily activity levels of the children during the school day with the view to increase the opportunities for children to achieve their 30 active minutes in the school day.</p> <p>Build upon raising the profile of PE and School Sport across the school.</p> <p>Continue to engage in the Healthy Active Lifestyle program.</p> <p>Increase the number of children taking part in competitive opportunities across the Trust and as part of the School Games pathway.</p> <p>Look at ways to use the Governments School Sport and Activity Action Plan.</p> <p>Apply for the school games mark.</p>

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	<p>Data taken from Y5 pupils.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above.</p>	<p>10%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke over 25m]?</p> <p>Please see note above.</p>	<p>5%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>58%</p>
<p>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?</p>	<p>No, it is taught all year in Y4 and Y5.</p>

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.

Academic Year: 2021/22		Total fund allocated: £19510		Date Updated: July 22	
Key indicator 1: The engagement of <u>all</u> 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:
					%
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:
<p>increase the amount of opportunities within the school day where children can be physically active and achieve 30 active minutes.</p> <p>Increase level of positive behaviour in the classroom.</p>	<p>Audit/look at length of physical activity at playtimes by utilising staff, OPAL and playground crew. Commando Joe is also used.</p> <p>Train children from each cohort to develop 'Playground Crew' to deliver games/support play during break times and lunch times. Staff ensure that Playground Crew remain motivated and confident when delivering activities.</p> <p>Develop brain break activities e.g. BBC Super movers, Go Noodle during lessons.</p> <p>Engage in Personal Challenge from NSS half termly.</p>		<p>RW time to discuss with teachers</p> <p>£300</p> <p>RW time to discuss with teachers</p>	<p>Children are more engaged in physical activities. They enjoy trying new activities. Feedback from staff and children – linked to activities, and how children manage at breaks and lunch times. More children achieve 30 active minutes.</p> <p>Playground leaders are encouraged by staff to support an active positive playground environment. Y2-Y5 children from each class given training to support the delivery of games and activities on the school yard at lunchtimes & break times.</p> <p>Teachers have reported doing 5-10 min at different times of the day as brain breaks and this has a positive impact on the childrens focus and concentration.</p>	<p>Pupil voice – what activities would children like to take part in during breaks and lunch times?</p> <p>Pupil voice – What After School clubs would children like to see?</p> <p>Monitor effectiveness of Playground crew.</p> <p>Elect a Playground Leader representative to the School Council. This person will be responsible for voicing concerns/ ideas regarding physical activity in school</p>

	Encourage children to be more active and take part in physical activity.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
<p>Celebrate and promote the children’s sporting achievements to their peers, staff and visitors by creating an appropriate PE noticeboard.</p> <p>Establish a noticeboard to provide children with a student voice in sport and PE.</p> <p>Embed the Youth Sport Trust Sporting Values in PE lessons and whole school life. Encompasses Spiritual, moral, social and cultural development Links to whole school values.</p>	<p>Identify appropriate position and regularly update noticeboard. Use noticeboard to promote clubs, sporting values, healthy lifestyles and upcoming events.</p> <p>Use the noticeboard to promote clubs and OPAL as well as being a link for younger children. Promote positive role models. Children feedback/photos from competitions/events.</p> <p>Values on PE noticeboard and used in PE lessons.</p> <p>Children taught meaning of values and how they can impact in PE lessons. Links with Commando Joe.</p>	<p>RW time to update noticeboards</p>	<p>Clear, concise information available. Regularly updated and reviewed. Children look forward to upcoming events. Children are proud of their achievements.</p> <p>Children motivated to find out more and try out activities. Established a playground crew who will lead playground activities at break times.</p> <p>Promoting children in PE Lessons to receive dojos/rewards</p>	<p>HW to create OPAL board</p> <p>SP to create Commando Joes Board</p> <p>Children to write match reports to be included on website/ school newsletter.</p> <p>Continue to link PE to classroom learning where possible.</p>

Y4/5 swimming extra kit	2 year groups attend swimming lessons. Buy extra kit as required			
School PE kit for all children	School provides PE t shirt and shorts for each child from R-Y6 – TOP UP EACH YEAR AS REQUIRED Stock of outdoor PE clothing, footwear and swimming kits are also kept and replenished each year.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Staff to develop, alongside the external coaches, a curriculum overview for the year Highly engaging lessons for all. Increase the competence and confidence of staff to enable them to deliver high quality PE and achieve National Curriculum requirements. Engage with Dance Teacher to plan and deliver dance lessons with staff.	Work alongside specialist from NPSSS/NE Dance who will deliver sessions and also work with the teachers during lesson time to upskill the teacher/team teach. Planning time to follow up, next steps and progressions Engage with CPD opportunities, including PE subject lead development, sport specific twilights. Regular review and monitoring of staff skills.	- £11,275 NPSSS - £3,300 NE Dance	PE Assessment data. Teachers team teach alongside coaches to develop their skills. Lessons are more focused and meet the needs of the children. PE lead has taken part in planning and assessment CPD opportunities with NPSSS Feedback from staff about planning and assessment documents.	Teachers to remain confident in the delivery of PE. Continually measure impact of PE specialists. PE lead to continue to work with NPSSS on refining PE curriculum

	PE lead to engage with regular CPD opportunities.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
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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?:
Engage with Whickham Thorns to promote OAA experience	Contact Whickham Thorns or alternative for summer 22 Y3-6	£3450	Continuity and suggested next steps:
Make Health and Fitness a priority year round. Continued engagement with NPSSS healthy active lifestyles programme. Trust competitions.	Send links of events to staff throughout school. Add healthy active lifestyles events to the school diary. Accept invites and book transport	RW TIME	Sustainability and suggested next steps:
Increase the engagement of children in extra curricular activities by ensuring that there are a wide range of activities provided by external providers and teaching staff.	Review current provision ensuring that there is an opportunity available for each year group and how clubs are organised across each term. Ensure there is provision for any year groups who are not currently catered for. Ensure there are minimum 2	Dance – included in £3,300 from KI3 NPSSS- included in £11,275 from KI3	Continuity and suggested next steps:
Give more children the opportunity			

<p>to try clubs</p> <p>Increase links with sporting clubs in the community.</p> <p>Formulate and deliver targeted interventions for specific groups of children. non-engagers, or less active</p>	<p>sports clubs running each week. Agencies to deliver one off/half termly events and after school clubs. Change club registers each term, allow for maximum amount of children to attend.</p> <p>Year 6 have visited the new NuCastle sports facility.</p> <p>Year 5 take part in Hoops for Health led by The Eagles.</p> <p>Tag rugby for Y3 from Newcastle Thunder(half a term)</p> <p>Send info on Dojo regarding events and clubs over half term sent out by PE Lead.</p> <p>Identify specific target groups – E.g. Less active, non-engagers, less able and target these in interventions within PE lessons</p>	<p>Hattrick £1904</p> <p>RW TIME</p> <p>TA/TEACHER/COACH</p>	<p>of clubs on offer for all year groups.</p> <p>Children have taken part in a range of activities led by staff from NuCastle. Children are keen to take part in more activities here.</p> <p>Teacher and coaches can identify those children who need more support and target them through interventions in the PE lessons.</p>	<p>children's interests.</p> <p>Continue to take part in these events. Added in Cricket for Y4.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<p>Engaging children in whole school competitions</p> <p>Staff to develop, alongside the external coaches, strategies to use and include competitive sport in PE lessons. Chn to participate in more events across KS2</p> <p>Provide and increase the number of competitive opportunities provided for pupils by engaging in: Trust competition programme.</p>	<p>Organise whole school sports events – charity runs/sports day.</p> <p>Staff delivering high quality lessons with elements of competitive opportunities for children including challenge and teamwork.</p> <p>Give staff and much pre knowledge of calendar/events. Plan curriculum based on competition dates Enter competitions when invitations are received. Attend events Promote events via dojo/letters. Apply for school games mark in June. Link to any upcoming linked CPD</p>	<p>RW TIME to organise with CS –Coach</p> <p>NPESSS- included in £11,275 from K13</p> <p>RW TIME</p>	<p>Noticeboards and information via Dojo/letters.</p> <p>Children have engaged in Trust football league. They have developed their understanding of School Games values.</p> <p>Girls football took part in 2 festivals. Boys took part in the Trust tournament.</p> <p>Mixed netball took part in 2 festivals.</p> <p>Attended Year 5 and 6 Sportshall athletics competition. Children developed competitive opportunities.</p> <p>Sports day held for everyone from Nursery-Y6. Children have gained an understanding of a wider range of sports.</p> <p>KS2 children regularly take part in competition during PE lessons.</p> <p>Achieved Silver school games mark</p>	<p>Use activities from competitions in school to prepare for next year’s competitions.</p> <p>Continue to engage in regular competition across as many year groups as possible.</p> <p>Promote Sports Day on social media – parents to be invited.</p> <p>Continue to celebrate achievements in lessons using dojo’s/ rewards – Coach and teachers to choose using school games values.</p>

Note - overspent by £719 but this money will have come from school funds.

Signed off by	
Head Teacher:	S.Robson
Date:	07/22
Subject Leader:	RJWalton
Date:	07/22
Governor:	Jane Mullarkey
Date:	07/22