



Margaret McMillan

Primary School

Inspiration • Aspiration • Determination

Sports Premium

2022.2023

Created by:



YOUTH
SPORT
TRUST

Supported by:



Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Adapted planned programme due to disruptions as a result of Covid-19. Increased physical activity embedded throughout the school day Continued participation in competitive sports despite covid – use of virtual, distanced competition and inter-class competition. Children have experienced a wider range of activities outside of the curriculum which as sparked enthusiasm and higher levels of confidence towards sport, including cycling and forest schools. Recognise the impact that Physical Learning has on personal, social and emotional development.</p>	<p>Ensure that the development of Physical Learning impacts on the children's Personal, Social and Emotional Development and ensure that pupils can make informed choices regarding healthy lifestyles. Ensure that pupils continue to experience a high quality, rich and varied PE curriculum. Develop playground games and older children as playground friends to lead them. Embed the daily mile in the school day –Introduce a purpose built track around the playground Develop cycling across school to increase the number of children who can cycle - include road safety.</p>

How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£21,340
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£21,340

Swimming Data

Y4 children have swimming lessons

2022/23 Y6 cohort – affected by Covid

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 Limited opportunities as were heavily affected by covid. Swimming pools closed from March 2020.	2021/22 – 33% 2022/23
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	2021/22 – 1% 2022/23
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	2021/22 – 1% 2022/23
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

Action Plan and Budget Tracking

Academic Year: 2022/23		Total premium 2022/23 allocated: £21,340		Date Updated: 23/09/22	
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: 1.5%	
Intent	Implementation		Intended Impact	Sustainability and Next steps	
<p>Increase regular daily physical activity for children, to instil lifelong habits regarding physical activity and encourage families to participate.</p> <p>Develop Active playtimes – children are engaged in active play.</p>	<ul style="list-style-type: none"> Development of school playground to include running/cycling track and zones of various activity. See tender summary document. Funded through capital. Annual inspection of indoor and outdoor equipment, Add to Admin tasks diary and update risk assessment to ensure its scheduled. Purchase of new playground equipment. Play leaders to support activities. Train sports leaders to lead playground games. 	<p>£145k (capital)</p> <p>£320</p>	<p>Physical learning embedded throughout the school day. All pupils involved in 10 minutes of additional activity every day, improving stamina and raise awareness of the importance of keeping active.</p> <p>Families see walking as a cost-effective way to promote physical health and mental wellbeing. Attitudes to learning are improved – teachers to see better concentration in lessons as a result of increased exercise.</p> <p>Equipment is safe and fit for purpose. Children engage in social and collaborative activities during playtimes. Development of social responsibility and leadership skills amongst the older children.</p>	<p>Next steps - Daily mile firmly embedded throughout the school day</p> <ul style="list-style-type: none"> School ground has a permanent track for running/walking/cycling. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 4%	
Intent	Implementation		Intended Impact	Sustainability and Next steps	
<p>To reinforce school ethos and values of inspiration and leadership. Encourage pupils to take on leadership roles within the school and act as role models for others.</p>	<ul style="list-style-type: none"> Develop leadership skills of UKS2 children by organising sport and playground activities for younger children during breaktimes. Led by new sports leader. Celebrate pupils' achievements and inspire others. Provide staff and children with resources 	<p>Staff time</p> <p>£820</p>	<p>Children are actively engaged purposefully during breaktimes.</p> <p>Children have the opportunity to take on responsibility, contribute to the health and wellbeing of others and experience leadership.</p> <p>Raises the profile of sports competitions</p>	<p>Opportunities developed across school however staffing turmoil has affected this. Sports/PE HLTA appointed and due to take up post in October 22.</p> <p>Pupils can see opportunities beyond school related to sports</p>	

	to help them teach PE and sport effectively.			and activities, e.g sports clubs and teams, careers in sport. Pupils develop a love for a range of sports and experiences. Next steps – sports leaders through school.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	5%

Intent	Implementation		Intended Impact	Sustainability and Next steps
<ul style="list-style-type: none"> Increased confidence, knowledge and skills of all staff in teaching PE and sport. Children to receive high quality P.E. within lessons which increases their enjoyment and participation To support the PE lead with subject leadership to develop curriculum progression through working with Senior leadership and other PE leads across the trust. 	<ul style="list-style-type: none"> Sports Leader to work alongside staff to increase confidence in teaching a range of sports. New staff to receive extra sessions. (Funded from staffing) Children experience a greater range of physical activities delivered by knowledgeable coaches. Investigate PE scheme to support teachers. 	<p>(staffing)</p> <p>£1000</p>	<p>Identified teachers supported New staff and NQTS have benefitted from additional coach time.</p> <p>More specialist teaching of PE - Monitoring has shown that the quality of taught PE sessions has improved.</p>	<p>Sustainability - staff supported to feel confident to deliver PE and Sport both within and outside the curriculum.</p>

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				89%	
Intent	Implementation		Intended Impact	Sustainability and Next steps	
<p>Support the wider curriculum aims of experiential and collaborative learning, supporting mental health and wellbeing and communication.</p> <p>Continue to offer a wider range of physical activities in order to engage and include all children. Extra-curricular provision including Forest Schools and cycling.</p>	<ul style="list-style-type: none"> Extend cycling across school to complement what is established – Y1 balance bikes? Y5 opportunities to experience an official cycling track. Range of activity entitlement across each year group – <ul style="list-style-type: none"> Y1 - Yoga Reception – Into the Wild Y5 – Cycling Track Y5 – Ballet – visits subsidy Year 6 - Outward Bound weeklong residential (apply for charitable subsidy). To contribute to the cost of outdoor adventurous activities for all year groups to encourage participation and remove financial barriers. Yr 4 - Nell Bank, from ed visits Full-time forest schools Lead. Lead forest school and outdoor/adventurous activities across school. (From PPG) 	<p>JUMP</p> <p>Charitable subsidy</p> <p>£9000</p> <p>1125</p> <p>£10,000</p> <p>£1000</p>	<p>Introduce children to a range of new sports, dance and other activities to encourage more pupils to participate in sport.</p> <p>All classes have the opportunity to experience a range of outdoor and adventurous activities.</p> <p>These will improve personal growth and qualities such as creativity, stamina, resilience, teamwork and problem-solving skills.</p>	<p>Pupils value the experience of being outdoors in nature, and develop an understanding of the benefits to both their physical and mental health. They build resilience and know that things can take time to master, but that the achievement gained in the end is worthwhile.</p>	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				1.5%	
Intent	Implementation		Intended Impact	Sustainability and Next steps	
<p>Children participate in and enjoy a variety of competitive sports within school and across Bradford.</p> <p>They are able to work collegiately and be part of a team as well as the opportunity</p>	<ul style="list-style-type: none"> Newly appointed Sports leader to explore ways to increase participation in competitive sport. Festivals booked within school. Engage more girls in inter/intra school teams particularly those who are disaffected. JUMP – extend bikability to include Y5 	<p>JUMP</p>	<p>Children have gained a greater understanding of competition etiquette and sportsmanship</p> <p>More girls are keen to take part with a noticeable difference in attitudes to PE and sport.</p> <p>Staff report children appreciating the social and collegiate aspects of playing team sports.</p>	<p>Pupils have broader ambitions when it comes to sport. Pupils are proud to represent their school and may aspire to join teams outside of school.</p> <p>Some pupils may build on their</p>	

