



## Bollinbrook CE (A) Primary

### Evidencing the use of the PE and Sport Premium funding: Action plan 2024/25 and Impact Review

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#### The DfE 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.

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The funding has been provided to ensure impact against the following Objective and Indicators:  
**To achieve self-sustaining improvement in the quality of PE and sport in primary schools.**

We would expect indicators of such improvement to include:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles\*
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

**\*Please note that the indicator has changed midyear to: 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**

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.

Key achievements to date until July 2024:	Areas for further improvement and baseline evidence of need:
<p>The successful continued partnership with Ministry4Sport to ensure improvement of the PE provision and resources .</p> <p>The continuation of external coach expertise for CPD for all staff to develop their expertise</p> <p>External clubs provided some additional coaching opportunities for football, netball etc.</p> <p>Whole school use of the Forest School Provision to increase outdoor learning opportunities and physical activity.</p> <p>Continued collaboration with the Fallibroome trust allowing increased participation in competition with local schools. Inter school competitions took place for years 2-6 covering over 7 different sports.</p>	<p>Support new sports coach in school to raise the profile of different sports.</p> <p>Continue to be part of Fallibroome cluster for opportunities to network with other schools and to compete.</p> <p>Opportunities given to improve physical activity, knowledge and skills for all children through forest school sessions</p> <p>Improve sporting equipment available for children to use at break and lunchtimes Consider how football can be effectively managed</p> <p>Develop teachers' subject knowledge especially in gymnastics, dance,</p>

<b>Meeting national curriculum requirements for swimming and water safety.</b>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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 2024</p>	<b>89%</b>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<b>89%</b>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<b>89%</b>
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<b>Yes</b>
<p>Total amount carried over from 2023/24</p>	<b>£0</b>
<p>Total amount allocated for 2024/25</p>	<b>£17,550</b>

How much (if any) do you intend to carry over from this total fund into 2025/26	£0
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025	£17,550

## 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: 2024/25		Total fund allocated: £17,550		Date Updated: July 2023	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	
Purchase key equipment for the playground to ensure opportunities are available for physical activity.	Carry out pupil voice re. sports and equipment. Purchase equipment e.g. football goals, basketball nets, netball nets etc			Increased pupil participation at lunch. Pupil voice is positive about break and lunchtime play	
Specialist coach provides a lunchtime club to encourage engagement in sports.	To provide an activity at break time increasing physical activity and participation			Children are more engaged in physical exercise during their break times	
Key indicator 2: The profile of PE being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%

Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Fund Health Week – involving external providers and a week of planned fitness and health activities	Health week planned in advance External coaches etc. booked in. Pupil voice harnessed re. types of sport they would enjoy.		Pupils experience sports outside of the curriculum and understand more about the impact of exercise on their bodies	Consider this being an annual event
Forest school leader will develop outdoor learning for all which will engage all pupils in active learning.	Teachers to observe the sessions to improve their practice. Forest school leader to plan lessons for forest school, update resources, prepare area for lessons, tidy area and resources each session. Evaluate lessons and write communication for the parents each week on class dojo following the sessions		Teachers/forest school planning Evaluation of the forest school sessions. Resources are used and updated when needed.	Teachers are able to use what they have observed in their own practice both forest school and PE lessons.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
CPD - To improve the engagement of pupils in regular physical activity. Teachers have the opportunity to observe high quality PE lessons with a specialist coach and receive training.	Sport provision - to provide specialist coaching. This will alternate between gym, games, dance and athletics.		Teachers improve their own practice through observations especially in areas of dance/gym.	Teachers are given specialist coaching in skills needed to teach PE. These can be transferred into the PE lessons and independent sports activities.
Opportunities for class teachers to improve their knowledge and understanding of how to use the outdoor area to enhance teaching and learning.	Forest School Leader will use her knowledge and expertise to improve gross and fine motor skills. (one term per class). Teachers to observe the forest school leader and assess children's learning		Teachers understand which tools can support learning in the outdoor environment. Improved fine and gross motor skills for identified children. Teachers to assess children's learning and engagement	Teachers will be able to utilise what they have learnt in outdoor activities and forest school activities beyond the dedicated lessons

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Remain in the Fallibroome trust PE partnership and keep links with the Kings School to ensure collaboration with other local primary schools.	Participate in the Fallibroome Trust and Kings events that are held throughout the year	£1800	Children will learn to play sport with children from different schools. They will enjoy playing different games. This will also increase participation in physical activity.	This will continue in the next academic year.
Purchase some equipment for children with SEND to use (i.e. sensory equipment, air balls etc.)	Consider designating a zone for 'safe' play. Provide staff with CPD Provide mid-day staff with specific CPD opportunities to improve lunchtimes specifically		SEND Children feel included at breaks and can play freely and safely	

<b>Key indicator 5: Increased participation in competitive sport (Target carried forward as Covid meant this was unable to happen)</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>
<p>Increased range of school Cluster competitions and other local competitions entered.</p> <p>Increased number of children competing in B team competitions.</p> <p>Increased competitive opportunities for children with SEND</p>	<p>Increase confidence and self-esteem of pupils within the school by; a) Celebrating successes in assemblies. b) Pictures of events participated in on social networking sites.</p> <p>Look at supporting families in order to help take children to more competitions.</p> <p>Ensure more robust data collection of children attending clubs to be able to measure the impact.</p>	£1055	<p>Increased self-esteem of our children that are less likely to be active or to put themselves forward for competitions through selection for and involvement in inter-school competitions.</p> <p>Increased self-esteem and confidence of pupils. Increased % of children representing the school in competitions.</p>	<p>Sustainability and suggested next steps:</p> <p>The wider skills learnt through involvement in competitive situation's and collaborating with others in sporting activities will stay with and benefit pupils in the future.</p> <p>Key children identified for future competitions or pathways. Investigate further links within the FLC.</p>

Signed off by	
Head Teacher:	Lynne Le Marinel
Date:	September 2024
Subject Leader:	Lynne Le Marinel
Date:	September 2024
Governor:	OGB
Date:	

