



Primary PE and Sport Premium
Bothal Primary School
2021-2022

Curriculum Intent – Physical Education

The physical education curriculum at ALP trust is designed to provide all pupils with the knowledge and skills to become physically confident in a way that supports their health and fitness. Progression through Knowledge, Skills and Understanding Passports provide a pathway towards living fulfilling lives and contributing to society.

Our learners experience a high quality curriculum that inspires them to succeed and excel in physically demanding activities and competitive sport. Our learners are encouraged to be ‘Healthy Citizens’, engaging in activities that build their character, support their physical and mental health as well as embedding the Core Values and Skills for Life. Pupils develop a sound knowledge of fundamental skills and are able to apply these skills into competitive situations as well as developing teamwork and collaboration.

The physical education curriculum is planned and sequenced so that new knowledge and skills build upon what has been taught before, working towards defined end-points in the form of a core task. Engaging activities provide a hook for each core task and there are close links with the extra-curricular programme on offer. Units of work allow pupils to learn about local, national and global individuals who provide an inspiration to others through their chosen sport. There is a clear focus on building subject specific vocabulary through the attached language plans. Subject knowledge is intertwined throughout the curriculum in order to promote the transfer of knowledge into long term memory in order to develop more confident and competent performers.

In EYFS and KS1 the curriculum focuses on fundamental skills which develops agility, balance and coordination and the application of these skills into a broad range of activities. There are opportunities built into the curriculum in order for learners to experience both competitive and cooperative physical activities in increasingly challenging situations. In KS2 the curriculum focuses on the application and development of a broader range of fundamental skills and using them in different ways in order to make actions and sequences of movement. There is a focus on communication and collaboration which allows learners to develop an understanding of how to improve, evaluate and recognise their own success and the success of others.

Bothal Primary School

Sport Premium Information 2021-22

The Primary PE and Sport Premium is awarded to every school with primary aged pupils and must be used to fund additional and sustainable improvements to the provision of PE and sport, to encourage the development of healthy, active lifestyles. Schools should publish the amount of premium received; a full breakdown of how it has been spent (or will be spent); what impact the school has seen on pupils' PE and sport participation and attainment and how the improvements will be sustainable in the future. Schools should also consider how their use of the premium is giving pupils the opportunity to develop a healthy, active lifestyle. In 2021 – 2022 we will receive £21120 + £1520.14 carry over of funding. Below is a summary of how we will use it to benefit our pupils.

There are 5 key areas for the premium to be spent on:

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

Funding Details

Total amount carried over from 2012/21	£1520.14
Total amount allocated for 2021/22	£21,120
Total amount allocated including carry over for 2021-2022	£22640.14
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22640.14

Sports Premium Expenditure in 2021-2022

Area of Expenditure	Total Spend
1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	20,710.05
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	750
4. Broader experience of a range of sports and activities offered to all pupils	1000
5. Increased participation in competitive sport	180
Total	£22640.14

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
Gold award for SSP- School Games Mark ENBSFA League Runners Up & Stephen Tait Trophy Winners FA Girls Football Pledge 22/23	Further increase children’s daily physical activity through the development of our outdoor provision and play, as well as increasing opportunities for extra-curricular activities which account for pupil interests and barriers to accessing them. Increase the % of children achieving National Curriculum expected outcomes for swimming and water safety through increasing and maximising opportunities for Top Up swimming.

Action Planning and Budget Tracker

Academic Year: 2021/22	Total fund allocated: £20,710.05	Date Updated: July 2022	Total spent/ allocated to date:
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: 92%
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>Identify the least active children across school and engage them in extracurricular physical activity</p> <p>School Sport and Activity Action Plan (Page 18) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/848082/School_sport_and_activity_action_plan.pdf</p>	<p>Release the PE Leads to complete the following actions:</p> <p>Audit the percentage of children currently participating in extracurricular activities (physically active)</p> <p>Identify target groups of pupils to increase participation in physical activity</p> <p>Conduct pupil voice surveys to find out which activities children would like school to attend</p> <p>Conduct parent/ pupil surveys to provide data of how many children are physically active for 60 minutes per day</p>	<p>£190</p>	<p>Pupil voice conducted in April 2022. 186 responses out of 376= 49.4%</p> <p>Attendance at clubs showed that sports clubs had the most popular uptake.</p> <p>However, some sports clubs such as athletics have very low attendance.</p> <p>Pupils were asked which clubs they would like to see over the year. Some of the responses included</p> <ul style="list-style-type: none"> ● Sports clubs, basketball, rugby, netball, football ● Cooking clubs and baking clubs ● Gymnastics and dance clubs ● Board games ● Gaming clubs ● Coding computing clubs ● Science club ● Roller skates ● Origami ● Music singing and learning instruments ● Sewing ● TTRS ● drawing <p>Barriers to attending clubs:</p> <ul style="list-style-type: none"> ● No one to pick them up after club ● Already go to clubs outside of school ● Worry when they have not done that club before ● Not interested in anything. ● Misc- injury/illness, parents work or won't let them go, some replied do come to clubs, some said they don't want to be in school. <p>93% of children surveyed responded that they enjoyed the extra-curricular clubs.</p>	<p>Next Steps</p> <ul style="list-style-type: none"> ● Complete the Girls Active Primary Survey and use data to inform club offerings. ● Conduct pupil and parent voice to find out which children are physically active outside of school ● Identify target groups of pupils not attending after school sports clubs and seek feedback on reasons why and clubs they would like ● Employ coaches to run lunchtime physical activity clubs and activities ● Produce information about the clubs on offer so that pupils can see what they will be doing. This may help with anxiety around the 'unknown' ● Introduce some clubs from the list of what they would like to see within covid restrictions. ● Work with the SSP new model of being to allow all children to take part in competition without the stress or anxiety of winning and losing.
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			12% stated that they didn't enjoy the club they'd attended.	
<p>Increase the extracurricular sport offer across all year groups</p> <p>School Sport and Activity Action Plan (Page 18)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/848082/School_sport_and_activity_action_plan.pdf</p>	<p>Employ external coaches/ pay support staff wages/ overtime to implement at least 3 physically active extra-curricular clubs per week.</p> <p>Work with the wider community to establish club links and external links.</p> <p>Targeted girls football and established a team. Taking this forward to match the pledge taken this year.</p>	£4600	<p>Sports equipment was purchased to enable attendance at cricket and inclusive games sessions, as well as a greater push towards football and outside leagues which were the only competitive sport open post covid.</p> <p>Support staff led weekly after school extra-curricular sports activities/ clubs.</p>	<p>Next Steps</p> <p>Source and employ coaches to lead lunchtime physical activities and clubs</p> <p>Review support staff hours and plan and implement clubs accordingly.</p> <p>Source coaches to work with staff to upskill and run a club provision.</p> <p>Source teams to establish a school link where children have the offering of after school teams.</p> <p>Join more leagues and competitions outside of school for the children to represent the school.</p>
<p>Increase the quantity and quality of physical activity at break and lunchtimes through the introduction of Opal Play themed activities.</p> <p>Ensure that all children have at least 60 minutes of high quality play each day.</p> <p>Provide activities which develop communication and social skills, problem solving, critical thinking, teamwork, cooperation, collaboration and imaginative play.</p> <p>https://outdoorplayandlearning.org.uk/opal-wins-funding-from-sport-england-and-the-national-lottery/</p>	<p>Plan Opal Play activities and purchase resources for Opal Play which encourage physical activity in a variety of different ways.</p> <p>Release the P.E. Lead and Opal Play Lead to attend an Opal Play Open Event</p> <p>Release the P.E. leads to evaluate Opal Play provision and lead appropriate staff training</p> <p>Pay midday supervising staff/ support staff over-time to attend Play Time Professional Development</p> <p>Conduct pupil voice and resource audit to support appropriate purchase of equipment for lunchtime physical activities, including nurture sessions in the quad</p>	<p>£3644.76 (BPSU)</p> <p>£948.29 (BPSL)</p> <p>£190 x 5 £760</p> <p>£280</p> <p>£5550</p>	<p>Audit of playtime activity completed including pupil voice, staff voice and observation of playtime routines/ behaviours.</p> <p>Resources purchased for Bothal Lower and Upper Site based on OPAL Play aspirations and recommendations, pupil voice and staff observations of pupil engagement in play activities.</p> <p>Children took part in OPAL play questionnaires and feedback forms.</p> <p>Pupil voice conducted in May 2022. 186 responses out of 186= 100%</p> <p>OPAL storage facility where equipment can be stored and has been doubled up as a chill out space for children to relax and enjoy the</p>	<p>Next Steps</p> <p>Appoint and train a 'Curricular Lead for Play' to lead on playtime activity.</p> <p>Appoint and train student play leaders to lead playtime games and activities, including use of the</p> <p>Add more equipment and playtime ideas to enable better use of playtime equipment such as hula hoops, space hoppers and skipping ropes.</p> <p>Organise whole school events to train staff and pupils in a range of physical activities such as hula hooping and skipping.</p>

<p>Guidance to Increase Physical Activity Among Children and Young People in Schools (Page 42 - Principle 4) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/876242/Guidance_to_increase_physical_activity_among_children_and_young_people_in_schools_and_colleges.pdf</p>	<p>Link Opal Play opportunities to the SSP Events attended e.g. skipping, hula-hooping</p> <p>Staffing walkie talkie systems so they can have a better open provision for OPAL play across the yard.</p>		<p>space when the equipment is being used.</p> <p>Pupils were asked which activities they would like to see over the year. Some of the responses included</p> <ul style="list-style-type: none"> ● Water play ● Mud Kitchen ● Den building ● Climbing provisions ● Reading zones ● Chill Spaces 	<p>Plan regular opportunities (termly) to review and improve playtime activities and staff training needs.</p> <p>Implement staff training for Opal Play activity as needed.</p>
<p>To create an additional outdoor environment which enables active play opportunities.</p> <p>To provide a range of equipment and activity opportunities which can develop communication and social skills, problem solving, critical thinking, teamwork, cooperation, collaboration and imaginative play.</p> <p>Ensure that all children have at least 60 minutes of high quality play each day.</p> <p>https://www.communityplaythings.co.uk/learning-library/articles/playing-in-the-sand-naturally</p> <p>https://www.learning4kids.net/2012/01/01/sensory-play-with-sand/</p> <p>https://www.topmarks.co.uk/Parents/learning-through-sand-play</p>	<p>Source and employ a landscaping firm to design and landscape the school field and garden area to include a range of multi-surface play areas such as a giant sand pit with pulley system, a mud kitchen and a large bark pit and climbing play equipment in which children can engage in a range of physically active play activities.</p> <p>Install tires into and around garden zones to create small world creative play stations for the children to design and stimulate their creativity.</p> <p>Plan and purchase equipment which fosters active play e.g. building, construction, planting, combining, digging, moving, dismantling, assembling and creating.</p>	<p>£3267</p>	<p>This field and gardens has been planned and a landscaping company sourced and organised to begin construction in August 2022.</p> <p>It will be ready for staff training and pupil use in Autumn term 2022.</p> <p>A range of carefully planned equipment has been purchased to stimulate and enable a range of active play scenarios.</p>	<p>Next Steps</p> <p>Train staff and children in appropriate and effective play opportunities within the new 'quad' area.</p> <p>Monitor and evaluate the quality of physical activity and active play against the school intentions including observation at playtimes and staff pupil and parent voice.</p> <p>Open a parents evening where they can come and gain information and questions any activities. The parents can also partake in the activities where they will explore just like the children.</p>
<p>Provide additional physical activity opportunities beyond curriculum including providing intra/ inter school non-competitive festival opportunities in addition to weekly timetabled physical education lessons</p>	<p>Join the SSP again this year and successfully engage in SSP competitive/ non-competitive opportunities</p> <p>Join the ENBSFA U11 Boys and Girls and attend planned activities.</p>	<p>£1450</p> <p>£20 Affiliation Fee</p>	<p>Year 4 skipping- 100% attendance</p> <p>Year 4 hula hooping – 100% attendance</p> <p>Year 5 Football – 100% attendance</p>	<p>Next Steps</p> <p>KS1 and Year 3 to also attend SSP sports activities</p> <p>Competitive opportunity for all to be applied</p>

	Plan and deliver sports day events based around achieving a personal best		Year 6- Multi-Sports -100% attendance 100% participation in competitive sports events (sports day)] ENBSFA 9's Runners up (Boys) Stephen Tait trophy Winner 7's (Boys) Girls Tournament 7's Third Place (Girls)	Intra Trust competition Beyond Sports club competition across school. .
<p>Increase the % of children achieving age-related expectations in swimming and water-safety by the end of key stage 2.</p> <p>School Sport and Activity Action Plan (Page 16) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/848082/School_sport_and_activity_action_plan.pdf</p>	<p>Identify children for top-up swimming this academic year.</p> <p>Plan and implement swimming lessons in line with government guidance and school risk assessments</p>	£0 spent due to pool closure (Covid-19 response)	<p>Due to coronavirus restrictions and pool closures, there has been no capacity for local pools to cater for top-up swimming in addition to national curriculum requirements.</p> <p>Additional lessons were sourced at Concordia Leisure Centre to support us to meet the expectations of the National Curriculum by the end of KS2.</p>	<p>Next Steps</p> <p>Liaise with the Active Northumberland Swimming Coordinator at the earliest date (May 2022) to organise lessons for 2022-2023.</p> <p>Plan sessions for Top-Up swimming in 2022-2023 academic year also.</p> <p>Incorporate water safety into the school curriculum.</p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p> <p>£ 750 (3%)</p>
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>To support class teachers with planning and delivering high quality lessons and schemes of work.</p> <p>To improve the confidence of staff in using core tasks to deliver the primary PE National Curriculum.</p>	<p>Support whole school implementation of the Complete P.E. scheme of learning.</p> <p>Audit staff confidence, knowledge and skills in teaching the different areas of physical education</p> <p>Source appropriate professional development e.g. use of coaches, scheme of learning, support from the P.E. department</p> <p>Renew the Complete P.E. subscription for 2022-2023</p>	<p>Complete P.E. renewal costs: £150</p>	<p>Complete PE was implemented across the Trust from EYFS to Year 6.</p> <p>In the Spring term, P.E. PE Specialist came in to support lessons and build upon complete PE planning.</p>	<p>Next steps:</p> <p>Conduct lesson visits to evaluate strengths and areas for development in current P.E. provision</p> <p>Plan appropriate CPD for dance, gymnastics and tennis.</p> <p>Analyse pupil attainment data to evaluate the impact of staff training</p> <p>Conduct lesson visits to establish the impact of staff training on teaching practice and to establish further areas for development</p> <p>Source external CPD providers to aid with staff CPD in line with subject leadership evaluation and curriculum changes</p> <p>Continue to develop the use of Complete P.E. across the school- plan and deliver additional staff sessions on using Complete PE effectively and developing the personal best aspect</p>

<p>To develop staff confidence in effectively assessing outcomes in P.E.</p>	<p>The purchase of Primary P.E Passport with effective CPD to all staff involved.</p> <p>Develop the use of the Primary P.E. Passport app as a tool for assessing and moderating pupil outcomes</p> <p>Release the P.E. Lead to meet with staff and develop confidence in assessing pupil outcomes, and identifying areas for development in teaching and learning</p>	<p>£600</p>	<p>All staff delivering PE used the passport to support their planning and assessment – videos and photographs uploaded onto the app to aid the subject lead to monitor the quality of pupil outcomes – evidence showed that pupil outcomes were good.</p> <p><i>“I now have more ideas about how to deliver certain skills and how to explain them for fundamental movement”</i></p> <p><i>“Meeting with the Head of P.E. on a regular basis to discuss exposition and sequencing of learning has improved my teaching and the pupil outcomes greatly”</i></p>	<p>Next steps:</p> <p>Continue developing the assessment of P.E. in conjunction with the Complete P.E. Scheme of learning</p> <p>Support staff in making accurate judgements through joint assessments, school moderation and cross-school moderation (SSP)</p> <p>Develop an assessment scheme where children can be assessed against the curriculum expectation.</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:
				£1000 (4%)
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>Develop the outdoor environment to encourage increased engagement and enjoyment of outdoor learning and physical activity</p> <p>Increase and improve opportunities to develop children's gross and fine motor skills so that an increased % of children meet the ELG in physical development and children in Year 1 address gaps created through school closure</p>	<p>Develop an outdoor activity area that can be used by EYFS and KS1 to provide access to a wider range of activities</p> <p>Purchase equipment and resources which foster fine and gross motor skills</p>	£1000	<p>Impact</p> <p>Little Learners (2 year old provision): We have noticed that some of the children have not yet experienced or even seen some of the equipment. We have gradually introduced items throughout recent weeks in our physical yard. The main difference we have seen is that the children are now beginning to take turns with support and use of a timer. Kicking, throwing and rolling skills are also improving.</p> <p>Nursery: Our equipment is predominantly used for our Gross Motor Skills focus time on a Friday. Which the children all enthusiastically look forward to each week. The biggest impact we've seen is in ball handling such as throwing and catching. The addition of the floor based ball hoop has increased the children's ability to aim and we've seen a marked improvement in turn taking. Overall children's awareness of their surroundings has improved with the addition of more choices of activity and therefore more movement around them. Finally, for those who do not particularly enjoy the exertion of running and other high energy</p>	<p>Next steps:</p> <p>Continue to review and develop opportunities for children to develop fine and gross motor skills through an enabling outdoor environment.</p>

			<p>activities, the stilts have been a lovely way for them to engage in a slower paced physically activity while still improving their Gross Motor Skills.</p> <p>Reception: The equipment is used in continuous provision and lunchtime play where the children can freely access the equipment. This has increased engagement and enjoyment. It has also allowed children to continue to practise skills learned in PE. in different contexts. The children are now more enthusiastic about lunchtime and more focused. On entry to Reception 36% of children were on track in Physical Development (both fine and gross motor) compared to 83% assessed as meeting the Physical Development ELG (including fine and gross motor).</p>	
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: £180 (1%)</p>
<p><i>Part of the sports partnership funding – see key indicator 1</i></p>				
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Enable pupils to compete against other schools (inter school competition)</p>	<p>Continue to access the SSP competition opportunities for all year groups</p> <p>Participate in inter-school competitions organised by the SSP</p> <p>Attend sporting competitions against other schools – increase the amount of pupils participating</p> <p>Attended wider curriculum events - Commonwealth Games launch event.</p>		<p>The school accessed a wide range of activities provided by the SSP but the nature of these have moved from competitive sporting activities to inclusive, engaging and accessible non-competitive activities and events.</p> <p>Allowed children to think beyond the PE curriculum and how we could take sport further for all. Purchasing Archery equipment to run at lunch time and clubs.</p>	<p>Liaise with SSP to encourage further opportunity for inter-school competition.</p> <p>Organise further inter-school competition opportunities between schools in the ALP Trust.</p> <p>Upskill Staff to run a club linked to the Commonwealth games.</p> <p>Source further opportunity to participate in competitive events such as football, rugby tournaments, Netball leagues etc.</p>
<p>Develop intra-sport opportunities across school</p>	<p>Plan sports day activities which include intra-school competition opportunities</p>		<p>Extra-curricular sports clubs enabled children to compete against others in school.</p> <p>Sports day included class competitions.</p>	<p>Next Steps 2022-2023</p> <p>Develop use of intra-school competition through the Complete P.E. scheme of learning e.g. class competitions, opportunities for year group tournaments at the end of P.E. units</p> <p>Intra-school opportunities?? Attendance/ impact?</p> <p>Awards/ trophies costs</p>
<p>Increase the quantity and impact of opportunities for children to set personal targets to improve their performance in a variety of physical activities</p>	<p>Liaise with the SSP to plan and implement further opportunities for competitive sport</p> <p>Develop competitive sport opportunities at break and lunch times- provide resources and staff encouragement for this - Upskill lunchtime staff and encourage all to be involved and feel comfortable with the</p>	<p>£180</p>	<p>Achieving 'Personal Best' has been a key feature of the SSP events this academic year.</p> <p>100% pupils took part in a range of sports day activities in addition to their two-hour physical education lesson. The key focus of sports day was on improving children's own performance and achieving personal best.</p>	<p>Next Steps 2022-2023</p> <p>Develop the aspect of Personal Best using the Complete P.E. resources</p> <p>Plan and deliver staff training to develop the Personal Best aspects of the Complete P.E. schemes of</p>

	activities. Release PE lead to plan, set up and analyse sports event activities and pupil outcomes		Happier Lunchtime staff and Play	learning Incorporate personal best opportunities into play time activities such as fitness.
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2021-2022 Swimming Data

	2020-2021	2021-2022
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.	9%	0%
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	9%	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	16%	0%
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 DUE TO COVID	No DUE TO COVID

Signed off by	
Head Teacher:	Miss L. Hall
Date:	29 July 2022