



Primary PE and Sport Premium
Bothal Primary School
2022 - 2023

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 2022-23

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 2022 – 2023 we will receive £21,200 with no carryover 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 2021/22	£0
Total amount allocated for 2022/23	£21200
Total amount allocated including carry over for 2022-2023	£21200
How much (if any) do you intend to carry over from this total fund into 2023/24?	£9600
Total amount allocated for 2022/23 (planned expenditure)	£21,200
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£21,200
	19,133.60

Sports Premium Expenditure in 2022-2023

Area of Expenditure	Total Spend
1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	£13,384
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	£525
4. Broader experience of a range of sports and activities offered to all pupils	£4500
5. Increased participation in competitive sport	£2800
Total	£21,209

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<p>Platinum award for SSP- School Games Mark</p> <p>ENBSFA League Runners Up & Stephen Tait Trophy runners Up</p> <p>FA Girls Football Pledge 22/23 – runners up tournament runner.</p>	<p>Continue to 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. Look to develop a broader range of sports clubs and opportunities for the children to take part in at different stages of the school day. Accessing a variety of sporting leagues for the children to compete within.</p> <p>Increase the % of children achieving National Curriculum expected outcomes for swimming and water safety through increasing and maximising opportunities for Top Up swimming.</p>

2022-2023 Swimming Data

	2021-2022	2022-2023
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.	0%	14%
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	0%	14%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%	14%
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	Yes

Action Planning and Budget Tracker

Academic Year: 2022/23	Total fund allocated: £21,200		Date Updated: July 2023	Total spent/ allocated to date:
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: £13,384 (63%)
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:
Identify the least active children across school and engage them in extracurricular physical activity 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	Release the PE Leads to complete the following actions: Audit the percentage of children currently participating in extracurricular activities (physically active) Identify target groups of pupils to increase participation in physical activity Conduct pupil voice surveys to find out which activities children would like school to attend Conduct parent/ pupil surveys to provide data of how many children are physically active for 60 minutes per day	£190 x 8 = 1520	Pupil voice conducted in October 2022. 267 responses out of 374= 71.4% Attendance at clubs showed that sports clubs had the most popular uptake. However, some sports clubs such as athletics have very low attendance. Pupils were asked which clubs they would like to see over the year. Some of the responses included: Clubs like racket, multiball and dance were implemented. Barriers to attending clubs: <ul style="list-style-type: none">34.7% no one to pick them up after club7.6% already go to clubs outside of school	Next Steps <ul style="list-style-type: none">Employ coaches to run lunchtime physical activity clubs and activitiesReview opportunities for clubs before school and during the school day.Further 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.

			<ul style="list-style-type: none"> • 3.2% worry when they have not done that club before • 12.2% none they are interested in • 30% parents do not sign them up. • 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>95% of children surveyed responded that they enjoyed the extra-curricular clubs.</p> <p>5% stated that they didn't enjoy the club they'd attended.</p> <p>Overall the impact of children that had taken part in extra curricular clubs has increased. This has had a huge impact where all children at BPSU have taken part in a physical activity club. and BPSL we have managed to get 95% of all children to a physical activity club within school.</p>	<ul style="list-style-type: none"> • Support the delivery of a range of sports clubs across all year groups. • To increase the diversity and inclusivity of sports offering beyond the curriculum - Girls Football Cup, Dodgeball Mixed League and Cricket Mixed League.
<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>	£3500	<p>Coaches were sourced to lead lunchtime physical activities and clubs to target children with gaps in learning or pre-teach coming units.</p> <p>External cricket coaches planned and delivered sessions to KS2 in the spring term.</p> <p>Increased participation of children attending clubs outside of school e.g. Ashington Rugby and Cricket Club, Wansbeck Dance and Gymnastics Club.</p>	<p>Next Steps</p> <p>Look at how staff can take part in CPD to gain confidence to try and deliver sports clubs, supported or alone.</p> <p>Through staff voice to gain knowledge of what they know and what they would like more information and CPD on.</p> <p>Further review opportunities for clubs delivered by staff in school.</p> <p>Plan a club timetable which includes opportunities for all year groups to be physically active.</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>Guidance to Increase Physical Activity Among Children and Young People in Schools (Page 42 - Principle 4)</p> <p>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>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>Link Opal Play opportunities to the SSP</p> <p>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>£1450 (BPSU)</p> <p>£280</p>	<p>Audit of playtime activity completed including pupil voice, staff voice and observation of playtime routines/ behaviours.</p> <p>Resources purchased for Central Lower and Upper Site based on OPAL Play aspirations and recommendations, pupil voice and staff observations of pupil engagement in play activities.</p> <p>‘Curricular Lead for Play’ appointed and trained to lead on playtime activity.</p> <p>MDS have attended staff training to enhance lunchtime play provision.</p> <p>Appointed and trained student play leaders to lead playtime games and activities. These include a range of carefully planned skills.</p> <p>Lunchtime activities have been reviewed and adapted in response to school monitoring and pupil voice.</p>	<p>Next Steps</p> <p>Develop an equipment replenishment system where equipment can be changed and replaced.</p> <p>Develop a Zen garden and gardening station where the children can use these activities through thrive processes.</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</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,</p>	<p>£200</p>	<p>This field and gardens has been planned and a landscaping company sourced and organised to begin construction in August 2023.</p> <p>It will be ready for staff training and pupil use in Autumn term 2023.</p>	<p>Next Steps</p> <p>Look at how to develop the outside space for all children to access physical activity.</p>

<p>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>moving, dismantling, assembling and creating.</p> <p>Add lights to the trees and reading zones with the outside sockets to allow a magical environment.</p>		<p>A range of carefully planned equipment has been purchased to stimulate and enable a range of active play scenarios.</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>Plan and deliver sports day events based around achieving a personal best with celebration</p>	<p>£2800</p> <p>£40 Affiliation Fee</p> <p>£100 Trophy</p>	<p>Year 3 skipping- 100% attendance</p> <p>Year 4 hula hooping – 100% attendance</p> <p>Year 5 Football – 100% attendance</p> <p>Year 6- Multi-Sports -100% attendance</p> <p>100% participation in competitive sports events (sports day)]</p> <p>ENBSFA 9's Runners up (Boys)</p> <p>Stephen Tait trophy Second 7's (Boys)</p> <p>Girls Tournament 7's Second Place (Girls)</p>	<p>Next Steps</p> <p>KS1 and Year 3 to also attend SSP sports activities.</p> <p>Review opportunities to adapt sports day activities in response to parent feedback.</p>
<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)</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>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>	£349	<p>Swimming data was carefully tracked and pupils were identified for top up swimming in year groups 6 and 5. This enabled a greater percentage of children to meet the KS2 swimming and water safety requirements.</p> <p>See swimming data.</p>	<p>Next Steps</p> <p>Continue to carefully track the swimming assessment data to monitor pupil swimming outcomes.</p> <p>Identify pupils for top up swimming.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£525 (2%)
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>Apex Gymnastics CPD and Team Teach</p> <p>Renew the Complete P.E. subscription for 2022-2023</p>	<p>Complete P.E. renewal costs:</p> <p>£150</p> <p>£375</p>	<p>Complete PE was implemented across the Trust from EYFS to Year 6 with delivery of a new assessment table.</p> <p>In the Spring term, PE Specialist came in to support lessons and build upon complete PE planning.</p> <p>External P.E. curriculum development and evaluation conducted. Strengths and next steps of curriculum development and implementation ascertained and actioned.</p>	<p>Next steps:</p> <p>Look at staff and pupil voice to tailor sports to needs of the school and staff experience.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£4500 (22%)

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>	£4500	<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 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:</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>

			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).	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 13%
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:
Enable pupils to compete against other schools (inter school competition)	<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>	2800	<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</p>

				to participate in competitive events such as football, rugby tournaments, Netball leagues etc.
Develop intra-sport opportunities across school	Plan sports day activities which include intra-school competition opportunities		Extra-curricular sports clubs enabled children to compete against others in school. Sports day included class competitions.	Next Steps 2023-2024 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 Intra-school opportunities?? Attendance/ impact? Awards/ trophies costs
Increase the quantity and impact of opportunities for children to set personal targets to improve their performance in a variety of physical activities	Liaise with the SSP to plan and implement further opportunities for competitive sport 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 activities. Release PE lead to plan, set up and analyse sports event activities and pupil outcomes		Achieving 'Personal Best' has been a key feature of the SSP events this academic year. 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. Happier Lunchtime staff and Play	Next Steps 2023-2024 Develop the aspect of Personal Best using the Complete P.E. resources Plan and deliver staff training to develop the Personal Best aspects of the Complete P.E. schemes of learning Incorporate personal best opportunities into play time activities such as fitness.

Signed off by	
Head Teacher:	Miss L. Hall
Date:	29 July 2023

