


THREE BRIDGES - Primary PE and Sport Premium Indicator

Academic Year: September 2022 - August 2023				Total fund allocated: £21,480 to Aug-23
Key indicator 1: Engagement of all pupils in regular physical activity				Percentage of total allocation: (£10,330) 48%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports TA & HLTA to be employed to run lunch times	Employment of TA as a Sports coach.	See below 3.3	HLTA and LSA recruited Nov-22. Increased playground activity	MDMS and playground leaders to learn how to do these activities so they can lead extra activities.
Update playground and PE equipment.	Purchase of new equipment for playground and curriculum PE equipment.	£7230	Equipment purchased. Increased playground activity providing greater choice of physical activity for children at break and lunch times. More children able to access equipment.	
<u>Basketball coach</u> from local club employed to run lunch time club;	Employ coach (3.5 hours per week - 2 terms)	£2850	Better subject knowledge and organisation in PE. Increased playground activity Evidence shown in observations Links to local club (final requirement for sports mark gold award)	Links to local club. Possibility of academy being set up to add additional link between school & club
Tennis Coaching from local club	10 hours tennis coaching	£250	Better subject knowledge and organisation in PE. Increased playground activity. Evidence shown in observations.	Links to local club.
WIDER IMPACT AS A RESULT OF ABOVE				
Pupils are more active; aiming towards a minimum of 60 mins additional activity a day Improved fitness and therefore concentration. Better mental health				

Key Indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: (£500) 2.3%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Interclass fitness competitions using couch to 5k during magic mile time	Purchase of fitness tracker watches	£500		
Sports fair to promote local clubs run by children who attend clubs out of school. Children to organise a game and poster for other children with the aim of promoting their club and engaging more children.	Choose representatives as leaders. Choose one leader per activity to create poster and activity. Time taken to organise event Could tie in with sponsored run	None	Sports fair in Autumn term	
WIDER IMPACT AS A RESULT OF ABOVE 				
Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self esteem. Increased self esteem/confidence are having an impact on learning across the curriculum.				

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport				Percentage of total allocation: (£10,000) 46.6%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE specialist teacher employed one day per week to provide staff training and work primarily with NQTs and new staff, including HLTA PE Coach and Sports LSA.	Continue employment of HLTA and Sports LSA to work alongside Teacher with PE/Sports responsibility.	£9,500	Better subject knowledge and organisation in PE. Evidence shown in observations. School able to manage PE offering effectively.	Use 'teach to observation' feedback to set targets for the following term.
Basketball coach from local club employed to run lunch time club and upskill upper KS2.	Employ coach Organise timetable Reorganise hall timetables (3.5 hours per week @ £25/hr * 28weeks)	As in indicator 1	Better subject knowledge and organisation in PE. Increased playground activity Evidence shown in observations Links to local club (final requirement for sports mark gold award)	Links to local club. Possibility of academy being set up to add additional link between school & club
HLTA and Sports LSA to provide MDMS/LSA training on lunchtime activities	MDMS/LSA able to lead lunchtime activities when on duty	£500	Structured playtimes and increased playground activity	New MDMS to be trained as required.

WIDER IMPACT AS A RESULT OF ABOVE

Skills, knowledge and understanding of pupils are increased significantly - see note about end of key stage attainment targets
Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £0
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports crew to organise a pupil voice / questionnaire of what activities they like to see and what they like / dislike that is already in their PE curriculum	Create distribute and collate questionnaire Discuss sensible ideas Equipment required bought to run these activities	As per Key Indicator 1	Results collated Agreed activities Equipment purchased Scheme of work written Teachers employ	KW/AS to lead lessons in new activity as part of teacher / staff training
KW & AS to run Sensory Circuit training once a week – timetabled in for TAs		N/A		

WIDER IMPACT AS A RESULT OF ABOVE

Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons. Very few instances of pupils not bringing kit to school and as a result progress and achievement in curriculum PE is good. 95% of pupils say they enjoy PE and Sport and want to get involved in more activities

Key Indicator 5: Increased participation in competitive sport				Percentage of total allocation: (£650) 3.1%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase allocation of competitions for less active.	Continue to use clubs tracking tool to invite less active to a club which climaxes with entry into a B team competition and info on local clubs.	None		
Specialist PE teacher to ensure ability grouped Level 1 intraschool competition for all year groups are occurring at least once per term.	Arrange date and time, activity and rules so classes can practice before the competition. Teachers to organise children into ability groups teams prior to event.	None	100% of children involved in level 1 intraschool competition.	KS2 children to lead competitions for years 1-4.

Specialist PE teacher to arrange ability groups Level 2 interschool competitions for the whole year group (4 competitions; one per year in KS2) against two other local schools at the local secondary school.	Arrange date and time, activity and rules so classes can practice before the competition. Link to Level 1 competition Teachers to organise children into ability groups teams prior to event.	None	100% of KS2 involved in level 2 competitions	Specialist PE teacher to organise additional adults through school office prior to event.
HLTA and Sports LSA to lead at interschool competitions	Positive encouragement and support of those children competing and promotion of good sportsmanship. Cost of supervision time out of normal school hours	£650	Increased confidence and self-esteem Children supervised at all times.	Continued entry into sporting competitions for all children.
WIDER IMPACT AS A RESULT OF ABOVE ☑				
Pupils are proud to take part In competitions and to share their experiences with their peers. Pupils have increased self-esteem/confidence which is having an impact on learning across the curriculum				

Other Indicator identified by school: Additional Swimming				Percentage of total allocation: £0
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- To ensure all existing swimmers <u>increase attainment by 10 metres</u> thus increasing their confidence in water. - All remaining non swimmers achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE. - All pupils can <u>perform safe rescue</u> over a varied distance so they are confident and safe in water.	To increase the number of Year 6 pupils able to swim competently, etc prior to their transition to secondary education. Seek additional pool space	None	The number of Y6 pupils who can swim competently over a distance of at least 25 metres has doubled since the previous year (22% 21-22) The number of Y6 pupils using a range of strokes effectively has more than doubled since the previous year (22%) Those pupils able to perform safe self-rescue, the percentage has remained about the same	The Governors have agreed to ensure that they will ring fence funding to ensure the maximum number of pupils leave the school being able to swim 25 metres. - Where appropriate SEND funding will be allocated to non-swimmers. Year 6 will swim in 23-24

Below are the percentages of Pupils in year 6 (cohort 2022-23) who can do each of the following (at time of publishing – July 2023):

• swim competently, confidently and proficiently over a distance of at least 25 metres	48%
• use a range of strokes effectively	45%
• perform safe self-rescue in different water-based situations	48%