



for

2023-2024

Our Vision for the Primary PE and Sport Premium

At Blisworth Primary School we believe all children should have access to a high-quality Physical Education (PE) curriculum and PE should be an integral part of the whole school curriculum. Our School recognises the benefits high quality PE provision and school sport can give to all pupils. Our PE curriculum aims to develop the skills to excel in a wide range of physical activities, by providing a broad & balanced curriculum with opportunities for all. Our PE curriculum will contribute to healthy and active lifestyles; improve emotional well-being and develop key skills such as leadership, competition, confidence, good sportsmanship and team building skills.

Sports Premium Intentions for 2023 – 2024

This document follows on from the 'Evidence and Impact' of 2022 - 2023 to inform school priorities for this academic year. See below evaluation.

Areas of Strength:

- 100% of pupils had at least two hours physical activity per week with at least one session with a specialist coach (not all sports premium funded)
- 100% of pupils have access to a wide range of physical activity options over lunch where their skills from the PE sessions can be seen in application. The vast majority of pupils access physical activity choices throughout lunchtimes.
- Competitive sports have been very successful with all units building to sports competitions, so all pupils are in a competition environment to build confidence
- Huge achievements including 4<sup>th</sup> in the Saints regional cup, 2<sup>nd</sup> in the Saints Northants cup, 2<sup>nd</sup> in netball and high finishes in basketball at county level.
- PE has been observed by both the PE lead and the Sports company manager and found to be highly progressive and children frequently display skills more often found in the next year group
- PE has been observed by the lead Governor and found to be highly inclusive of all pupils, with every pupil engaged and progressing.
- PE skills begin immediately in Reception at a high level and pupils in EYFS are leaving with a range of skills ready for competitive sports as well as understanding how to use and control their bodies.
- The regard held for our PE within the community is high and news is shared on our Facebook and website as well as the village paper. Comments reflect a strong sense of community and encouragement from all to those who attend the competitions.
- PE sessions have led to a significant increase in pupil's confidence to participate where all can be seen doing so at their level and progressive.
- Notably reduction in those lacking confidence to engage in PE.
- The unique partnership we have with Rhino Sports Company on site has had a significant impact (at low and frequently) no cost. Pupils often have a second coach in sessions. Coaches are training to be teaching assistants in our classrooms in the morning and this further strengthens them as academic role models. It encourages less confident children to attend before and after school sports clubs and the summer camps. We benefit from specialist sports knowledge from all the coaches and the manager who is highly skilled in sport. The team support us at events providing high quality coaching during competitions to further support our success at events.
- The recently introduced fully competitive sports days were extremely well attended and supported and providing medals raised the value of intra school competition.
- Wearing a school kit at events has strengthened children's sense of team, belonging and pride in our school.
- PE scheme and sessions have led to significantly improved sports performance and we are proud of all our achievements in a significantly smaller school than many of the larger schools that traditionally win events.
- We have won, and gained a reputation for successful competitive sports this year: 100% of pupils are taught a competitive sport every term including skills building into a class competition. From this, teams are picked to allow opportunity for all rather than trials they choose to attend. Huge successes in a range of sports – over 90% of all key stage two have competed. We frequently take B teams and have taken inclusive teams, but there are some restrictions at competitive level/ opportunity for this at times. Therefore, we ran an inter-rounders tournament across key stage two.

Key areas of Developments: Action for 2023 - 2024	
Build capacity and capability within the school and <b>ensure</b> that improvements to the quality of PE, sport and physical activity provision made now are sustainable and will benefit pupils joining the school in future years; and Comment	Develop or add to the PE, sport and physical activity that the school provides.
Competition: Less local opportunities for Key Stage One, desire to enhance sporting prowess at an advanced level for young pupils.	To increase Key Stage One opportunities and younger pupils' abilities both within school beyond the PE curriculum.
Competition has been extremely well attended by many pupils, especially Key Stage Two. We want to reach those in a minority lacking confidence to attend and further increase the proportion of children competing.  We want to sustain and increase the number of competitive opportunities attended by pupils.	To increase the amount of competition within school and raise the confidence and participation of less confident pupils including Send and pp through allocated PE leadership/ team lead positions.  To increase the number of pupils in vulnerable groups attending competitions.  To sustain and increase the wider number of competitions attended.
To remain innovative in PE curriculum pedagogy and practice.	To evolve and enhance the PE curriculum content as part of the whole school curriculum review to innovate and enhance opportunities. Subject leader time to develop the philosophies of PE linked to whole school values for long-lasting development. Review specialist coach reviews of the scheme and further develop embedded content.
To reach the minority of pupils not choosing physically active activities at lunch regularly.	To engage the minority of pupils at lunch who chose not to join physical activity for a larger than average proportion of time and create tracking for subject leader analysis.

To develop children's confidence during PE to apply across the school values and have wider impact on their education success at school.	To develop and embed sports leaders to enhance active lunchtime and develop their sports leader skills.
Children participate in dance as part of the curriculum. We want them to have the opportunity to try something new with specialist dance sessions.	To identify a year group to benefit from specialist dance sessions to broaden their interest in this area of PE.

**Targets Meeting national curriculum requirements for swimming and water safety summer 2022**

Meeting national curriculum requirements for swimming and water safety Summer 2022	Percentage Targets:	Blisworth Primary Percentage 2024
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of 2022?	100%	
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	100%	
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	100%	

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. Will you use it in this way?	Not budgeted for
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## 5 key indicators

2023/2024 Total funding allocated	£17,440 – Estimated for 2023 to 202 PE and Sport Premium funding			
	Total allocation for 2023 - 2024 Total Spend for 2023-2024: Reviewed in July 2024 Total underspend - Reviewed in July 2024			
<b>Key indicator 1:</b> The engagement of all pupils in regular physical activity	<b>Planned Expenditure: % of total allocation:</b>		Actual Expenditure: % of total allocation:	<b>100</b>
<b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement	<b>Planned Expenditure: % of total allocation:</b>		Actual Expenditure: % of total allocation:	<b>100</b>
<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	<b>Planned Expenditure: % of total allocation:</b>		Actual Expenditure: % of total allocation:	<b>100</b>
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	<b>Planned Expenditure: % of total allocation:</b>		Actual Expenditure: % of total allocation:	<b>100</b>
<b>Key indicator 5:</b> Increased participation in competitive sport	<b>Planned Expenditure: % of total allocation:</b>		Actual Expenditure: % of total allocation:	<b>100</b>
<b>Total % of allocated spend: Reviewed in July 100%</b>				

**\*\* NB – this does not document all sports and PE within school – this highlights the spending of the grant.**

<b>Key indicator 1:</b> The engagement of all pupils in regular physical activity					
<b>School focus and intended impact</b> What do you want your pupils to learn and know?	<b>Actions to achieve outcomes</b> What do you need to do?	<b>Funding allocated</b>	<b>Evidence of impact</b> What can you use to evidence the impact?	<b>Sustainability / Next steps</b> How will this be maintained in future years?	<b>Evaluation of impact</b> How have pupils benefitted? How many have been involved? What have you accessed?
<p>Focus: To encourage all pupils to be physically active throughout free time – lunchtimes</p> <p>Impact: Pupils including ones who choose less physical activities, are frequently physically active over lunchtimes.</p>	<ul style="list-style-type: none"> <li>• Sports lead to work with lunch lead to observe and track, including those who are less engaged in physical activity</li> <li>• Bespoke plans and encouragement for those less involved</li> <li>• Running club is established</li> <li>• Range of activities available</li> <li>• Links to the sports leaders</li> <li>• Key stage one pupils supported to play games such as football, basketball, tennis</li> </ul>	<b>£3,648</b>	<ul style="list-style-type: none"> <li>• Curriculum committee and pupil feedback</li> <li>• Observations and tracking information from sports and lunch sports lead,</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded physical activity choices over time in pupils</li> </ul>	
<p>Focus: Children learning to ride a bike safely and encourage wider use.</p> <p>Impact: All Year 5 pupils will be able to ride a bike safely</p>	<p>Arrange for the Bike ability programme to take place.</p> <p>Deliver the programme to Year 5 pupils</p>	£260 TA support	<ul style="list-style-type: none"> <li>• Programme delivered</li> <li>• Data for pupils who take part</li> </ul>	Pupils will continue to ride around the community. This will continue to be offered to our next Year 5 class.	

<p>Focus: Maintain partnerships with EWS and Northamptonshire Sport to maximise the engagement in competitive sport across the school</p> <p>Impact: All children will be offered a variety of sports at the same time as developing their understanding and appreciation of the competitive element of sport</p>	<p>Sustain contact with EWS and Northamptonshire Sport</p> <p>Take part in as many opportunities as possible</p> <p>To continue to end units with a competition within the class.</p>	<p>EWS partnership – see Key Indicator 5 for costs</p> <p>Travel costs to sports events £470</p> <p>Staffing costs of sports coach to attend event. £880 (55 hours @ £16)</p> <p>Cost of rounders additional staffing. £32 (2 hours)</p> <p>Sports coaching to maximise opportunities for children to participate - £4000 contribution to role employed</p>	<ul style="list-style-type: none"> <li>• Data for children competing in events – target is that over 90% of KS2 pupils will represent the school in future events</li> <li>• Pictures of children competing in events</li> <li>• Results of inter and intra school competitions</li> <li>• Individual success stories</li> </ul>	<p>Pupils interest in competitive sport and the uptake of sports out of school will be encouraged to aim to raise uptake even further.</p> <p>An increase in the amount of pupils participating, especially in KS1.</p> <p>Pupils who had less interest now participating – individual achievements recognised.</p>	
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<b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement					
<b>School focus and intended impact</b> What do you want your pupils to learn and know?	<b>Actions to achieve outcomes</b> What do you need to do?	<b>Funding allocated</b>	<b>Evidence and impact</b> What can you use to evidence the impact?	<b>Sustainability / Next steps</b> How will this be maintained in future years?	<b>Evaluation of impact</b> How have pupils benefitted? How many have been involved? What have you accessed?
<p>Focus:</p> <ul style="list-style-type: none"> <li>To develop a sports crew council that can lead sports projects within the school, particularly with younger pupils across the school</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>To raise the profile of PE in the school and increase participation in regular physical activity</li> <li>Increase the confidence of children in PE</li> <li>Allow and establish the development of leadership skills in pupils</li> <li>To use pupil voice to inform school improvement and</li> </ul>	<ul style="list-style-type: none"> <li>Sports crew to take a lead role in engaging pupils who lack confidence in PE.</li> <li>Lunchtime clubs to be supported by Sports Crew</li> <li>Sports Day to be lead by Y5/6 pupils to reflect their leadership skills</li> <li>Increased leadership evident in PE lessons</li> </ul>	<p>EWS partnership who will lead the event – see Key Indicator 5 for costs</p> <p>Implementation costs of Lunchtime Sports Lead - see Key indicator 3 for costs</p>	<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Observations of sports crew</li> <li>Increased participation in lunch time activities especially by younger pupils</li> <li>Plan events and activities around school</li> <li>Newsletters / Social media posts to raise profile across the community</li> <li>Staff observations of application of values and lessons learned in wider school life by sports leaders.</li> </ul>	<p>Children lead lunch time clubs and plan and carry out sports day – aim to increase leaders from 22%</p> <p>Children are seen as leaders which encourages other children to join and participate</p> <p>Training offered to 100% Y5 so can be continued in Y6 where aim for more than 30% to lead across the year</p>	<p>such as ref and need to further develop this.</p>

development across the school					
See also key indicator 3 where there is a focus on developing the PE curriculum to embed school values and thread concepts to further enhance pupils all round knowledge, skill and application of these through PE success. Cost in KI3.					

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>					
<b>School focus and intended impact</b> What do you want your pupils to learn and know?	<b>Actions to achieve outcomes</b> What do you need to do?	<b>Funding allocated</b>	<b>Evidence and impact</b> What can you use to evidence the impact?	<b>Sustainability / Next steps</b> How will this be maintained in future years?	<b>Evaluation of impact</b> How have pupils benefitted? How many have been involved? What have you accessed?
<p>Focus:</p> <ul style="list-style-type: none"> <li>To innovate the PE curriculum further including well-embedded links to school values further increasing staff's ability to embed core values through the strengths of PE.</li> <li>To ensure high quality PE lessons are being taught against progressive, innovative aims and objectives in all classes</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>Pupils make strong progress in PE</li> <li>Staff are well-supported with</li> </ul>	<ul style="list-style-type: none"> <li>Full scheme indoor and outdoor PE sessions is understood by staff including the messages that should be provided against the values.</li> <li>Subject lead and specialist coach tracked whole school threads through curriculum for wider school impact</li> <li>Scheme content refined for non-specialist staff to be able to provide</li> </ul>	<p>Cost of release for DW x5 days for review of sessions and planning. £267</p> <p>Cost of release of specialist coach to support review x1 day £76.32</p>	<ul style="list-style-type: none"> <li>All new staff including ECTs understand how to teach a full sequence of lessons and individual lesson design.</li> <li>Lessons and sequences are fully progressive across all year groups and new staff understand the scheme – demonstrated in lesson observation feedback on learning walks. Innovation is present</li> <li>Lesson plans show adaptations and response to pupil</li> </ul>	<p>Improved staff knowledge and understanding of PE progression and the curriculum to support</p> <p>PE curriculum that is effective to follow and allows for non-specialists to achieve high outcomes.</p>	

<p>lesson design and planning to support gaps in specialist knowledge</p> <ul style="list-style-type: none"> <li>• New staff to school understand how to implement PE in line with our policy and scheme</li> </ul>	<p>precise teaching of pupils,</p>		<p>outcomes including accurate assessment</p> <ul style="list-style-type: none"> <li>• Pupils talk about the threads linked to values across PE and apply to other contexts.</li> </ul>		
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>					
<b>School focus and intended impact</b> What do you want your pupils to learn and know?	<b>Actions to achieve outcomes</b> What do you need to do?	<b>Funding allocated</b>	<b>Evidence and impact</b> What can you use to evidence the impact?	<b>Sustainability / Next steps</b> How will this be maintained in future years?	<b>Evaluation of impact</b> How have pupils benefitted? How many have been involved? What have you accessed?
Focus: <ul style="list-style-type: none"> <li>Lesson and club equipment to support new PE scheme implementation</li> </ul> Impact: <ul style="list-style-type: none"> <li>Lessons will be well resourced and pupils will have the opportunity to try new sports and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Complete a PE audit by identifying equipment needed for clubs and lessons</li> <li>Research prices</li> <li>Purchase equipment</li> <li>Ensure equipment is well maintained and stored appropriately</li> <li>Focus on gym equipment</li> </ul>	Gym equipment £300 Cost of playground pitch marking explored. Tbc - £9580 – contribution towards improving pitches - £1,505	<ul style="list-style-type: none"> <li>Pupils have access to the correct equipment to be taught a range of sports with particular regard to gymnastics.</li> </ul>	<ul style="list-style-type: none"> <li>Equipment to be well maintained and used over time</li> <li>Equipment to be used during camps attended over the holidays by pur pupils to further increase physical activity.</li> </ul>	
Focus: <ul style="list-style-type: none"> <li>To pilot specialist dance sessions and to increase the interest of a specific year group in wider PE dance opportunities.</li> </ul> Impact: Year group can model to other classes the benefits and enjoyment found in specialist dance to promote others to take it up.	<ul style="list-style-type: none"> <li>Identify a year group to benefit from specialist dance sessions to broaden their interest in this area of PE.</li> </ul>	Dance teacher x10 sessions cost £123.00 (£12.30 per hour)	<ul style="list-style-type: none"> <li>Pupils engagement in wider dance style opportunity is high</li> <li>Performance to parents to show the year groups' skill</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to observe specialist dance sessions so that this can be replicated in the future by her.</li> <li>Success would also mean we may allocate out of budgets for further sessions in the future to continually widen what we can offer.</li> </ul>	



**Key indicator 5: Increased participation in competitive sport**

<b>School focus and intended impact</b> What do you want your pupils to learn and know?	<b>Actions to achieve outcomes</b> What do you need to do?	<b>Funding allocated</b>	<b>Evidence and impact</b> What can you use to evidence the impact?	<b>Sustainability / Next steps</b> How will this be maintained in future years?	<b>Evaluation of impact</b> How have pupils benefitted? How many have been involved? What have you accessed?
Focus: <ul style="list-style-type: none"> <li>To run regular intra and inter school competitions</li> </ul> Impact: <ul style="list-style-type: none"> <li>Majority of pupils to participate in competitive sport including a competitive sports day</li> </ul>	<ul style="list-style-type: none"> <li>Continue communication with Northamptonshire Sport and EWS</li> <li>Set up two intra-school tournaments key stage two, and two key stage one</li> <li>Work with sports providers to build on local offer to enter more competitions</li> <li>Deliver the competitions, tracking pupils participating and using data trends to ensure broad offer and individual pupils considered.</li> <li>Run competitive sports days with medals. Continue to promote this culture amongst parents</li> </ul>	EWS Partnership £1,575 – confirmed  Medals – £324  Cost of andy/ steve/ bus - Steve and bus included in KI1 Andy £700 (55 hours)  Entry Fees £255	<ul style="list-style-type: none"> <li>Competition results</li> <li>Certificates for children</li> <li>Communication with Northamptonshire Sport and EWS</li> <li>Pupil feedback on intra-competitions</li> <li>Parent feedback including social media.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to run intra and inter school competitions both remotely and off site when permitted.</li> <li>Becoming an embedded part of school culture and attracts new pupils so will sustain as part of the identity now due to investment.</li> <li>Income generated from Sports Company partnership allows greater opportunities to spend money and time on sport.</li> </ul>	

<p>To teach EYFS/ Year One pupils in small groups to accelerate their readiness for the wider range of competitions from year 3.</p> <p>To increase opportunities for Key Stage One pupils at lunch and via inter-school competitions to allow more b teams to enter the year 3 and 4 competitions to increase proportions of pupils attending what is offered.</p>	<ul style="list-style-type: none"> <li>• Small group EYFS/ Year One rota of PE in place for Fridays</li> <li>• More Maths based/ PE sessions in Year One</li> <li>• Links to key stage one inter-competitions above and lunch targeting</li> <li>• Feedback to local offer we would like more competitions for the younger pupils if possible,</li> </ul>	<p>Cost of Coach Charlie on Fridays £3,325</p> <p>(Linked cost noted to lunch)</p>	<ul style="list-style-type: none"> <li>• Effective lesson assessments shows that pupils are achieving at least age-related PE objectives with a strong proportion showing depth of skill in these areas</li> <li>• Maths lessons on day to day monitoring show effective links with PE and Maths esp for those needing additional Maths support</li> <li>• Effective key stage one inter-comps feedback from sports lead</li> <li>• Evidence of communication to request more for younger pupils.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
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