



## Barford Primary PE and Sport Premium Report 2022/23

Summary Information		
Barford Primary School		
Academic Year: 2022/23	Total PE and Sport Budget: £19,000	Date of Review: July 2023
<p><b>Key Achievements to date :</b> During 2021-22 we:</p> <ul style="list-style-type: none"> <li>➤ Secured an additional swimming session for our Year 4 pupils so that Year 5 and Year 4 pupils will have weekly swimming lessons.</li> <li>➤ Link established with King Edward's School resulted in our Year 4 pupils having a term of Cricket lessons.</li> <li>➤ Our Year 3 and Year 5 pupils experienced a Bell boating session on the local canals led by a former British Olympic canoeist.</li> <li>➤ Year 2 &amp; Year 3 pupils each had a term of outdoor learning led by Roots to Fruits.</li> <li>➤ We started to upskill lunchtime supervisors in the effective supervision/facilitation of games at lunchtimes.</li> <li>➤ Launched a new House system alongside our Character Values so that in 2022-23 we can organise inter-house competitions.</li> </ul>	<p><b>Areas for further improvement and baseline evidence of need :</b></p> <ul style="list-style-type: none"> <li>➤ Increase the percentage of year 6 children to swim 25m up to at least 75%.</li> <li>➤ Develop a wider range of sporting opportunities for children in KS1 &amp;2.</li> <li>➤ Develop opportunities for participation in competitive sports across the school using the new Houses system as a vehicle for doing this.</li> <li>➤ Link well-being with PE to support all children across the school</li> <li>➤ Continue to develop confidence of lunchtime supervisors to facilitate/initiate lunchtime games supported by the introduction of pupil playground leaders.</li> <li>➤ Promote active travel through use of walking and public transport for local trips/visits (swimming, walking into Birmingham for museum visits etc)</li> <li>➤ Continue to develop opportunities for outdoor based learning where children are learning through physical activities.</li> </ul>	
<b>Meeting national curriculum requirements for swimming and water safety</b>		
What is the % of your year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres at the end of the summer term 2022?	Target for 22-23 – 75%	
What % of year 6 pupils could use a range of strokes effectively? (for example, front crawl, backstroke and breaststroke)	Target for 22-23 – 75%	
What % of year 6 pupils could perform safe self-rescue in different water-based situations?	Target for 22-23 – 75%	

<p>Schools can choose to use Primary PE and Sport Premium to provide additional provision for swimming but this must be used for activity over and above the national curriculum requirements. Have we used it in this way ?</p>	<p>For the forthcoming academic year 22-23, both Year 4 and Year 5 children will go swimming. The year 6's who had lessons throughout 21-22 will have a refresher block of lessons, post SATs.</p> <p>This approach means that year on year more of our children will receive swimming lessons in Year 4, 5 &amp; 6 to support increasing the amount of children meeting the national curriculum requirements for swimming and water safety.</p>
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**Action Plan and Budget Tracking**

<p>Academic Year 2022/23</p>	<p>Total fund allocated: £19,000 (Total spend forecasted as £22,375 – difference to made from additional fund allocation from school funds or carry forward from 21/22)</p>	<p>Date Updated :September 2022</p>
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**Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity each day in school.**

<p><b>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity each day in school.</b></p>	<p>Percentage of total allocation: <b>40%</b></p>
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<p><b>School focus with clarity on intended impact on pupils:</b></p>	<p><b>Actions to Achieve:</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence and Impact:</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<p>To increase the engagement of <u>all</u> pupils in regular physical activity (including disadvantaged pupils).</p>	<p>Provide a range of after school clubs – football, netball, dodgeball and dance.</p>	<p>£500 (equipment/resources)</p>	<p>Registers for list of clubs that have been offered since September 2022.</p> <p>Numbers of Pupil Premium: 165 children Numbers of SEND: 56 children</p> <p>To date 80 pupils have participated in the after school clubs.</p>	<p>Teachers and T.A's will continue to offer these clubs at no cost.</p> <p>Parents from Friends of Barford to offer support to these clubs as volunteers.</p> <p>Child and staff questionnaire sent out in July 23 to gather</p>

	<p>Develop partnership with Birmingham Royal Ballet (Dance Tracks for Year 1)</p> <p>Develop a range of playground games that all children can access and be active at playtimes and lunchtimes – develop confidence of lunchtime supervisors and support with playground leaders.</p>		<p>48% of the 80 in attendance were eligible for Pupil Premium. 7.2% of the 80 were SEND.</p> <p>Royal Ballet attended school and worked with 2 year one classes developing fundamental movement skills. 19 year one children attended further session at the Birmingham Royal Ballet. One child has been offered a scholarship from the Royal Ballet to start in September 2023.</p> <p>Sports Play teaching assistant has been employed by the school and offers lunchtime sessions and after school clubs. Lunchtime supervisors have been given training to lead lunchtime activities. The playground has been zoned off into different play area. In addition, to this KS2 children have been selected and trained to be Zone Managers. Their role is to support the delivery of physical activity at lunchtimes. Sports and play equipment to be used at lunchtimes, has been purchased. Researched KS1 and KS2 games and produced cards. Impact: The atmosphere is calm and structured. The lunchtime supervisors are more competent and organised. Because of structured play there are less injuries</p>	<p>views about the clubs being offered, the types of clubs the children would like to have and how we can improve this provision.</p> <p>Royal Ballet will continue to provide this service for year one children annually.</p> <p>Sports play teaching assistant will continue due to be employed by the school. Lunchtime supervisors will continue to be upskilled through training and are expected, as part of their role, to deliver structured play. Zone Managers will continue to receive training and support from school staff. They will also track the least active children and encourage participation of activities.</p>
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<p>To develop and improve the Swimming ability, confidence and competency in the water ( including self-rescue) for years 4, 5 and 6</p>	<p>Secure 2x weekly swimming lesson sessions at Ladywood Leisure Centre.</p> <p>Provide badges and certificates from the swimming baths to encourage &amp; support pupil progress ( 25m by the end of year 6)</p>	<p>£8,100 (£2,700 per term)</p> <p>£250.00</p>	<p>and behaviour issues. In KS2 friendship groups have shown improvement.</p> <p>Years 4, 5, 6 were taken swimming, alternate weeks. Sessions are delivered by Ladywood Leisure Centre staff. Children were grouped into ability levels. Pupils are tracked into 3 categories: Least able to swim – 0 – 10 metres 10 – 20 metres 25 metres All pupils can self rescue, 100%.</p> <p>Badges to be purchased and given to pupils when achieved 25 metres and self rescue.</p>	<p>Year 4, 5, 6 target groups will get additional swimming. Year 3 will also be offered swimming. Promoting local swimming opportunities to families.</p> <p>Friends of Barford to purchase badges and certificates.</p>
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<b>Key indicator 2 :The profile of PESSPA being raised across the school as a tool for whole school improvements</b>				<b>Percentage of total allocation:</b>
				<b>17%</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to Achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and Impact:</b>	<b>Sustainability and suggested next steps:</b>
Develop pupil leadership and pupil voice in sport and PE	To use trophies/medals to celebrate participation and achievement in sport. Link to new Houses, celebration assemblies and character values or learning behaviours.	£200	Agenda and minutes of pupil school council meetings, includes sports and physical activity. Council members discuss with Head Teacher the types of activities they would like to see. There are key stage house trophies. Star of the Week certificates are given to pupils. Certificates are given to pupils and young leaders who demonstrate the character values through sport. This year we have focused on respect, confidence, resilience, ambition and self-control. Children display these values during the key stage sports days. Children are demonstrating the learning behaviours of communication, independence and teamwork.	Trophies can be re-used. The school council will continue. Certificates are printed through school.
Continue to develop the staff confidence in teaching PE.	PE Leads to attend and lead Staff CPD.	£500	PE lead attended a School Games Network meeting day. This offered the opportunity to meet other P.E leads across the city. Given time to develop curriculum planning.	P.E leads audit of skills will determine CPD required. Access Barclays FA Girls Footballing Schools Partnership CPD (Free).
Provide quality PE planning and resources to support teaching and learning	Subscribe to the PE Hub on an annual basis	£525	Subscription to P.E Hub that all teachers have access to. Staff confidence has improved to deliver P.E lessons. Staff know where resources are kept and are using it.	Looking at other packages that are a one off payment.
	Locate the PE equipment within one of the garages.	£500		Maintain safety and organisation of equipment.

	<p>New racking required.</p> <p>Update PE resources in the light of an up to date PE audit.</p>	£2,000	<p>Racking has been purchased and built. All equipment is in one place, safely stored and easy to access.</p> <p>Equipment audit has been completed.</p>	<p>New resources to be ordered and ready to use in September 2023.</p> <p>All equipment is available for use by staff.</p>
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<b>Key indicator 3: Increased participation in competitive sports</b>				<b>Percentage of total allocation:</b>
				<b>7 %</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to Achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and Impact:</b>	<b>Sustainability and suggested next steps:</b>
<p>To provide children across KS1 and 2 opportunities to participate in 'inter-school' competitions</p> <p>Increase the use of inter-school competitions and events</p>	<p>Network with other schools to develop links to facilitate competitive sports through joining local Sporting organisations eg King Edwards School in Birmingham</p>	£1500	<p>Made contact with Hamstead Hall SGO. Attended network meeting with other primary schools. Have dates for summer 2023 to attend Athletics events. Year 1 – 3, 30 pupils.</p> <p>Have attended King Edwards for cricket coaching. Year 5 pupils, 60 attended. Football competitions against City Road Primary and Summerfield Primary. 20 children from years 5 and 6 participated. A mixture of boys and girls.</p>	<p>Participation in local SGO events. Host some events at Barford Primary. Access to transport will support sustainability.</p>
<p>Provide transport for enrichment activities, such as competitive sporting events</p>	<p>Use networks to supplement transport</p>		<p>P.E lead has successfully completed mini bus driving course.</p>	<p>Access to transport will support sustainability.</p>

	<p>arrangements for the children</p> <p>Develop competition in school between newly created house teams</p> <p>Train 2 members of staff to drive minibus</p>		<p>Participated in activities that are a walkable distance. Head teacher researching leasing vehicle opportunities.</p> <p>Developed a competitive KS2 Sports Day with athletic events. 200 pupils participated in events that supported Barford Values. Parents were invited to participate in some events. Impact: Positive written feedback from parents. Pupil voice, has been received. Competitive Sports Day for KS1 and EYFS have had positive feedback from parents and children. Staff feedback from all key stages Sports Days has been positive with some recommendations. Improved atmosphere between, parents, staff and pupils. Pupils demonstrated greater resilience. They were more respectful to each other. Children who are seen as having behaviour issues demonstrated greater self-control. All children showed greater confidence when participating in front of an audience.</p> <p>One P.E lead has successfully completed mini bus driving course.</p>	<p>Investing in other staff to train to drive a mini bus.</p> <p>Repeat annually. Looking to use George Dixon Academy or Winsor Olympus to host whole school Sports Day. Use leaders and staff to support it.</p> <p>Investing in other staff to train to drive a mini bus.</p>
<b>Key indicator 4 : To support well-being through physical activity</b>				<b>Percentage of total allocation:</b>
				<b>24%</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to Achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and Impact:</b>	<b>Sustainability and suggested next steps:</b>
To develop the outdoor environment to support raising standards and pupil well-being	Roots to Fruits- 'farm to fork' growing programme which is	£4000	Planning and removal of rubbish has taken place. Greenhouse for growing fruit and vegetables has been built.	Use of the Poly Tunnel will support sustainability for growing

	based around outdoor education		Impact: The children have been able to engage in successful sessions based on outdoor education.	fruits and vegetables as part of the programme.
	Build into curriculum residential opportunity for years 5 and 6	£1000	Year 5 and 6 attended a 3 day residential trip at Blackwell. Impact: Children experienced the opportunity to participate in outdoor activities that they would not normally experience. They were able to demonstrate respect, confidence, resilience, ambition and self-control.	Extend the opportunity to lower key stage 2 (Year 3 & 4) to participate in similar activities in a similar environment.
	Plan Bell-boating linked to the curriculum e.g. Year 3 – Local Area study	£300	Year 3 attended Bell-Boating to support looking at the history of the local area. Impact: The pupils were able to participate in an activity that they had not done before. They experienced how to work together as a team, overcoming uncertainty and cooperating with others. The children were able to participate in the first-hand experience of paddling a boat.	Provide this opportunity annually to continue to support the curriculum.
<b>Key indicator 5 : To develop purposeful lunchtime physical activity in the playground</b>				<b>Percentage of total allocation:</b>
				<b>12%</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to Achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and Impact:</b>	<b>Sustainability and suggested next steps:</b>
To develop facilities for the children in the playground at lunchtime and break-time	Add playground markings to promote interaction with the children  Build in new lunchtime games to	£3000	Repairs to the soft pour coverings have delayed the new markings which will be carried forward to 22-23.  Sports coaches worked alongside lunchtime supervisors in 22-23.	New markings to be identified and implemented in 23-24.  New games and activities run by lunchtime supervisors will support sustainability.

	<p>encourage pupil participation</p> <p>Train and support playground play leaders to encourage participation in sports and physical activity at playtimes and lunchtimes.</p> <p>Upskill lunchtime staff to support children with participating in games on the playground.</p>		<p>Impact: Lunchtime supervisors are upskilled to provide lunchtime games.</p> <p>Further CPD for lunchtime supervisors delivered in Sept 22 to improve the implementation and develop confidence.</p> <p>Safeguarding squad set up across school in Spring 22. Impact: Feedback from children has been positive.</p>	<p>To support and sustain the games on the playground we will train pupils to be playground leaders in 23-24.</p> <p>Safeguarding squad will continue and broaden its impact alongside playground leaders in 23-24.</p>
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