

# Bitterne C of E Primary School



## Report for Sports Premium 2022-2023



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## Sport Strategy Plan 2022-2023 and outcomes July 2023

**Amount of funding: £19,540**

### Planned funded activities.

<u>Provision</u>	<u>Cost</u>	<u>Impact</u>
Internal Cover Arrangements: Cost for school to enter organised sporting competitions and admin support for completing risk assessments	£2000.00	Extra-curricular, inspirational opportunities provided for children in year 4, 5 and 6 in competing against other school and staff training.
Annual Subscription to "Get Set 4 PE"	£550.00	Increased consistency and better subject knowledge/confidence for all teaching staff with PE. Clear progression in curriculum established.
Release Time for Subject Leader to coach in PE / Games	£4000.00	Improvement in subject leadership (progression, learning journeys, provision). Achieved Silver Award through leadership.
Training / Mentoring of school staff for internal PE and Games. PE Conference & Subject Leader Network	£375.00	Positive impact on participation in sport for identified children. Measured improvement in attitude towards sport.
Provision of after school clubs for LAC / PP children.	£2160.00	Additional opportunities given to children who would otherwise not be able to attend these clubs. Their curriculum and schooling has been enriched.
Sports Coaching: for the TA team in after-school competition (overtime)	£844.00	Extra-curricular, inspirational opportunities provided for children in year 4, 5 and 6 in competing against other school.
Lunch Sports Coaching (DV - £20 per day x 5 - x18 weeks)	£2137.50	Play leaders organised for Year 5 and 6 to increase sports leadership on the playground. Children more engaged in sport and confident
Provision of P.E. kit / swimming kit for disadvantaged children, where this is a barrier for them to access sports activities or P.E. lessons.	£300.00	Children included and able to access PE and sport lessons.
Service of P.E Equipment	£174.38	Ensure full access to the curriculum for all children.
Minibus booking	£1000.00	Enabled access to the Hampshire Games tournament and the Swimming Gala, which would have otherwise not been able to be attended.
MiDAS training & staff release costs	£700.00	Two members of staff legally qualified to drive a minibus, allowing increased access to inter-sport curriculum and SEND nurture group activities.
Sports Equipment update	£4,810.73	Increased quality in resources and ensuring that there is full access to the curriculum for all skills and knowledge recovered.
Seeds for growing plants for Healthy High 5	£13.96	The school has become the first in the city to earn the Gold Healthy High 5 award. Growing things is one of the five strands.
Contribution to Southampton Sports Association	£200.00	
<b>TOTAL</b>	<b>£19,265.57</b>	<b>£274.43 remaining</b>

## Evaluation questions (to be reviewed throughout the year with a full review at the end of the year)

- **What evidence is there that the quality of sport is consistently good or better?**
  - The school has achieved the School Games Silver award. To achieve this,
    - Worked with Southampton School Games Organisers on at least one of School Games outcomes and believed in vision and mission of School Games and committed to physical activity and delivering positive experiences.
    - Developed aware of term “physical literacy” and how this impacts on young people.
    - Completed Inclusive Health Check tool and a Heatmap in Active School Planner as part of 60 active minutes
    - Clear planed school approach to 60 active minutes, which includes a dedicated 30 minutes curriculum time per day
    - Creating a positive experience ensuring physical activity and competition to motivate, increase competence and confidence.
    - Organised sports run at an intra-sport level within school
    - Formalised ways of getting feedback from young people for their inter-sport competition experiences
    - Creating positive experiences that support character development
    - Advocating to key stakeholders how School Games makes a meaningful difference to the lives of young people, including engaging and educating parents.
  - The use of iPads/ paired evaluating and other tools to assess and provide instant feedback has resulted in greater impact on progress.
  - External providers alongside school leader completing joint and independent monitoring sessions – focus areas of are impact /enjoyment/ behaviours
  - Regular half-termly meetings between LTS lead and Assistant Head/subject leader to discuss/ improve curriculum with external provider; minutes and actions have been recorded and followed up.
  - The monitoring of learning shows strengths and the improvement in keys areas of PE learning. It also has highlighted the key areas for future development.
  - The whole school Curriculum Map has been developed to ensure consistency in the delivery of teaching across the school. We have purchased Get Set 4 PE, which has been used to refine and develop all units across the school. The skills progressions have been developed to ensure children’s PE skills are moved on at an appropriate pace to the next learning step. Videos on Get Set 4 PE support teachers’ subject knowledge and ensure consistency across what is being taught.
  - Staff training in health and safety and use of gym equipment has increased staff knowledge of how to deliver safe, progressive and enjoyable PE.
  - Pupils understanding of the importance of exercise and other factors such as warm up and cool downs shows a deeper understanding.
  - Bitterne CE Primary have become the first school in the city to achieve a Gold Healthy High 5 award three years in a row. For the school to achieve this, the following aspects must be consistently embedded:
    - At least 10 minutes of timetabled physical activity for children every day (including the Golden/Daily mile, movement around the school, planned physical activity in classrooms, planned lunch time activities)
    - Access to water for all, promoting hydration and promoting of good oral hygiene
    - Healthy lunch, breakfast and afterschool clubs
    - Developing concentration, attention and focus through the mindfulness minute
    - Nurturing nature: children involved in growing / caring for plants once a term
- **What evidence is there to show that end of Y6 standards have increased?**
  - Evidence through the assessment system and impact of progression of skills. In all year groups, skills are better and the focus is now on gym and ensuring that children are being trained to set up equipment safely and are engaging with the use of a wider range of equipment.

- Pupil conferencing – children are confidently able to say what they have learnt and how this has impacted on their abilities in that area. Children reflect on the skills that they have learnt in lessons and enjoy that
  - Children are being used increasingly to lead/ model key learning eg warm ups/ showing skills.
  - Children are receiving PE lessons with external coaches. The coaches are following the Get Set 4 PE planning and using the videos / suggested games to ensure that learning is delivered consistently.
- **What evidence is there to show increased participation in intra school competitions?**
    - Every child took part in sporting competitions within school. This was completed through:
      - Sports morning (full participation from all children. Additional adult support put in place to support SEND children to create an environment in which they could be successful).
      - Small competitive games applied in all units for Get Set 4 PE (units are skills that build up in to small tournaments or games within the class setting).
    - Children that previously wouldn't have participated due to lack of kit now participate due to provided spare kits.
    - Children across the school have the opportunity to coach and support other children in PE lessons. Leadership skills are built in to the curriculum, with a particular focus on:
      - Outdoor Adventurous Activity (OAA) now built in to the curriculum for all years, which focus on teamwork, co-operation, problem solving and leadership roles.
      - Year 5 and Year 6 units develop in to leading games, umpiring and refereeing.
  - **What evidence is there to show increased participation in inter-sport competitions (within city)?**
    - This was the first year since 2019 that the school has participated in inter-school sports competitions. Due to the opportunities missed during Covid and the lack of availability of LTS to lead opportunities for external competitions, the subject lead decided to place the emphasis on giving opportunities to year 5 and year 6 students.

Year Group	Data				Sports competed:
Year 6	<b>Statistics</b>	<b>Total</b>	<b>Number</b>	<b>%</b>	Boys' Football League (x2) Girls' Football League (x2) Southampton Games Girls' Football Tournament Basketball League Netball Tournament Tag Rugby Tournival Swimming Gala Hampshire Games Festival
	Competed	60	32	53.0%	
	Male	27	16	59.3%	
	Female	33	17	51.2%	
	SEND	11	6	54.5%	
	PP	14	8	57.1%	
	EAL	14	8	57.1%	
Year 5	<b>Statistics</b>	<b>Total</b>	<b>Number</b>	<b>%</b>	Boys' Football League (x2) Girls' Football League (x2) Southampton Games Girls' Football Tournament Basketball League Netball Tournament Tag Rugby Tournival Swimming Gala Cross Country competition
	Competed	57	27	47.4%	
	Male	26	14	54.8%	
	Female	31	15	48.4%	
	SEND	11	3	27.3%	
	PP	13	8	61.2%	
	EAL	7	3	42.9%	
Year 4	6 of 60 children 10%				Cross Country competition

- The Year 5/6 Girls won the Southampton East Spring league and finished second in the city overall!
- The subject leader has consulted with parents and children with regard to external competitions. The successful elements focused on:

- Loving being part of the team and representing the school
- Improving confidence
- Finding new experiences and sports rewarding
- Developing social and interpersonal skills

The less successful elements included:

- Issues with travel arrangements to and from competitions, particularly in the school day
- Communication
- Wanting further opportunities to include more children
- Further opportunities for training so that the children were better prepared for the tournaments.

As a result, the subject lead organised:

- A move to virtual communication and Google Forms sign-ups
- The MiDAS minibus training, which has been used twice so far
- Opportunities for sports coaching in some sports, where capacity has allowed

• **What evidence is there to show increased participation in after school sport clubs?**

- The termly monitoring form records the take up of clubs over the year.
- Clubs from previous academic year have continued, which has been provided for football by LTS, Streatbeatz dancing or Netball. The subject lead has liaised throughout the year to ensure the clubs are full, and fed back where there are vacancies to the business manager and disadvantaged lead to ensure full allocation of places.
- Clubs have been continued running at Key Stage 2 lunch times, led by LTS, who led a group of twenty Year 5/6 students to become Young Leaders. Through a variety of multiskills games, the Play Leaders have increased engagement and physical activity at lunch times.

• **What evidence is there for each funded activity of value for money?**

- Overall taking all evidence into account, the school has achieved the aims set out at the start of the year. These have been supported by the Sport Premium Funding. Please see notes in the funding section on page 2 for summative details of the impact of the funding. The school believes that due to improved pupil outcomes in school as a result of the continued employment of the PE coach to provide quality teaching to each year group, extra-curricular club provision, development of staff knowledge for delivering safe and enjoyable PE shows that value for money is good.

**Swimming and Water Safety**

- **What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?**
  - 86% of children can swim confidently over a distance of 25 metres.
- **What percentage of your current Year 6 cohort can use a range of strokes effectively?**
  - 86% of children can swim confidently over a distance of 25 metres.
- **What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?**
  - 37% of children can perform safe-self rescue in different water-based situations.

**Overall Swimming Data:**

Level 1	Level 2	Level 3
Building water confidence	Swim confidently over 25m Increasing confidence in a range of strokes	Developing kicks, streamlined swimming and underwater. Awareness of safe self-help water safety techniques.

8 / 57 children	28 / 57 children	21 / 57 children
<b>14%</b>	<b>49%</b>	<b>37%</b>
<b>Swim confidently over 25m: 86%</b> (increase from 74% 2021-22)		

- **Year 5 Bikeability training**

The parents of 35 children signed up to the Bikeability scheme.

- 82% (27/33) of pupils achieved Level 2 cycling.
- 18% (6/33) of pupils achieved Level 1 cycling.

**Level 2:** Dealing with traffic on short journeys and taking on a variety of safe manoeuvres.

**Level 1:** Children learn to control and master a bike.

### How will these improvements be sustainable?

- Termly monitoring of sports club attendance, assessments, and mile-a-day engagement.
- Termly observations to ensure teaching is consistently good or better.
- Planning monitoring by PE lead to ensure that this is consistently good or better and of a consistent format.
- Pupil and staff conferencing termly.
- Parent evaluation surveys of competitions following events
- Pupil evaluation surveys of competitions following events
- Ensuring the progression of skills is being fully covered through internal and external PE session.
- Assessment carried out for each unit and that examples of dance and gym routines are filmed for further evidence of standards – continuing to embed the assessment on Get Set 4 PE.
- Continue to use children as coaches/leaders in class PE lessons.
- Engagement with external competitions.
- Developing our internal staff who would like to enhance their skills
- Embedding play leaders securely with new cohort of Year 5s

### Evidence sources

- Lesson observations (including video evidence for assessment)
- Coaching notes for staff and external providers
- Staff training
- Planning- the newly developed PE & Sport Curriculum Map
- Pupil conferencing
- Parent Surveys
- Bikeability data report
- Swimming data report
- Submission and award for Southampton Games Silver Award.
- Submission and award for Healthy High 5 Gold Award.
- Monitoring of daily mile/ physical activity for all pupils.
- Minutes from meetings