



Broadmayne First School Sport Premium Plan 2022/23

| Key Achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <p>Outdoor education linked to wider curriculum Further development of Secret Garden for use as outdoor area for Year 1 and 2 Improvement of playground area Resources for directed play Reintroduction of sports festivals and tournaments High level of use of swimming pool</p> | <p>This years focus will be on:</p> <ul style="list-style-type: none">• Continue development of sports festivals and tournaments• Sports Clubs providing as wide a variety as possible of different sports and PE to interest children• Providing a wider range of PE and school sport opportunities• Development of staff expertise in less common sports• Linking continuous provision work in YR and KS1 with active learning and physical development |

Working towards meeting national curriculum requirements for swimming and water safety in Year 6:

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| Percentage of children leaving the school able to swim one length of the school pool unaided by Year 4: | |
| Percentage of children leaving the school able to use a range of strokes by Year 4: | |

Action Plan and Budget Tracking

Below are the plans for our annual intended spend against the 5 key indicators. We identify not only the school focus, but also the success criteria and evidence of the impact we intend to measure, both for students today and for the future.

Academic Year 2022/23 Amount budgeted: £17,140 (current forecast - £16,037)

| Key Indicator 1: The engagement of all pupils in regular physical activity - Chief medical Officer guidelines recommend that primary children undertake at least 30 minutes of physical activity a day in school | | | | |
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| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and Impact | Sustainability and suggested next steps: |
| PE sport taught by a dedicated coach from Premier Education. | Premier timetabled for 1 session per week - for 2 classes. Change classes half termly | £4220 across the Autumn and Spring terms. | Staff attend sessions as CPD on a rolling basis. Pupils assessment shows improvement across the year. Participation and success in tournaments and festivals. | Continue to develop and build on skills previously taught by classroom teachers |
| Two Sports Clubs provided by Premier Sports in Autumn and Spring terms: One lunchtime club. | Premier Sport booked for these sessions, timetables etc shared with parents to book ½ termly | As part of funding above - part funded by parental contributions, based on 12 pupils uptake - | High level of take-up across the school. Pupil voice reports high level of | Investigate how younger children in particular can be involved in this. |



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| One after-school club - a range of sports not already catered for in school | | school will meet extra costs/less take up than this. | enjoyment Participation in tournaments.. | |
| Trevor Senior - weekly sessions in team sports | Trevor timetabled across all classes for weekly sessions. | £1,000 | Staff attend sessions as CPD on a rolling basis. Develop children's team playing skills. Evidenced in planning, children's participation and assessment. | Continue to develop and build on skills. Continue to work with Trevor as an outside visiting expert in this area. |
| Summer term sports clubs - planned beforehand to specifically target children not having taken part in Autumn/Spring clubs | Audit clubs Spring term. VH and PG plan based on audit outcome. | £500 for PG to provide summer term clubs. | Take up includes targeted groups. | Use this data to help plan provision for following academic year. |

| Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | |
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| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and Impact | Sustainability and suggested next steps: |
| Children in Year 4 trained to become Sports leaders for the rest of the school | PG to train children - time needed for this. | £150 allocated for overtime for PG | Year 4 children leading games at lunch and playtime. Less incidents of poor behaviour at playtimes. | Current Y4 children in summer term work with Y3 and PG to train them for the following year. |
| Inter school tournaments | Provide opportunities for children to take part in sports activities, and compete against, children from other schools. | £150 allocated for overtime for PG £1,100 for transport (based on 10 to/from trips across the year) | Children compete with children from other schools. High level of success in tournaments. | Continue to develop and build on competitive sports. |



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| Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
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| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and Impact | Sustainability and suggested next steps: |
| PE games lessons taught by a coach from Premier Education. | Premier timetabled for 1 session per week - Change classes half termly | As above | Staff attend sessions as CPD on a rolling basis | Continue to develop and build on skills previously taught |
| Dance lessons taught by a dance teacher with link to wider curriculum. | Timetables planned with providers. Ensure years 1-4 groups have equal access. | £960 for 2 weekly sessions across both key stages in 6 week blocks. | Staff attend sessions as CPD on a rolling basis | Continue to develop and build on skills previously taught |

| Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | |
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| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and Impact | Sustainability and suggested next steps: |
| Development of continuous provision in EYFS and KS1 with focus on providing active sessions for pupils to develop balance, coordination and strength | <p>Audit current resources.</p> <p>Work with Gregg Bottrill to develop planning.</p> <p>Buy resources to support physical development as part of continuous provision.</p> | <p>£450 for training for 3 members of staff</p> <p>£360 for supply cover whilst training</p> <p>£240 supply for one days planning work between 2 members of staff.</p> <p>£6,000 for resourcing across 3 year groups - focus on building YR initially.</p> | <p>Higher engagement in active learning as part of continuous provision - evidenced through planning, learning walks, staff and pupil voice</p> | <p>Planned inot next academic year - audit at end of year to assess impact and resource requirements going forwards.</p> |
| Yoga teacher to provide lessons across all classes. | <p>Timetables planned with providers.</p> <p>Ensure years 1-4 groups have equal access.</p> | <p>£600 for 2 weekly sessions across both key stages in 6 week blocks.</p> <p>After school club</p> | <p>Pupils and staff report knowledge and enjoyment.</p> <p>Staff able to use knowledge in future planning.</p> | |
| After-school club for yoga. | Timetable club. | £300 for 12 sessions. | | |
| Resources - suitable | Order | £187 | Enhanced ball skill | |



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| large balls for KS1 and quoits. | | | competency. | |
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| Key Indicator 5: Increased participation in competitive sport | | | | |
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| School focus with clarity on intended impact on pupils | Actions to achieve | Funding allocated | Evidence and Impact | Sustainability and suggested next steps: |
| Trevor Senior - weekly sessions in team sports | Trevor timetabled across all classes for weekly sessions. Staff to develop their knowledge and understanding of invasion and defence, net and wall and striking and fielding games. | As above | Children develop their abilities and skills within team sports. Staff are confident to carry out their own lessons linked to these, evidenced in planning, learning walks, staff voice. | |
| School sports day/inter house football/Dance Day | Within Covid guidelines, these will be organised nearer the time. | 3 x session supply for VH and PG - £400 | Children have access to competitive sports across the school, both individual and team based, across year groups and between. | |



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Notes:

The intended spend does not currently fully meet the allocation - we deliberately plan for this as there will be extra costs in the year we have not anticipated and we ensure we have enough held back to cover these.