

# PE and Sports Grant

2022-23

Pride Passion Partnership Professionalism Positivity



The Bridge Trust

The Bridge Easton School

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<p>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. Have you used it in this way?</p>	

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2022/23	Total fund allocated: £11,080	Date Updated: October 2022		
<b>Key indicator 1:</b> The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Pay for a lunch time play leader and equipment</b></p> <p>Continue to offer variety of physical group games and team sports at lunch time</p> <p>All children will have the opportunity to take part in physical activities</p> <p>Aids towards increasing pupil participation and understanding rules and team playing skills in sport / physical activity</p> <p>Contributes towards the engagement of all pupils in regular physical activity and regulation</p> <p>Children will spend their lunch time being physically active</p> <p>Develop the range of physical activities on offer in the playground</p> <p>Develop the range of physical activities including the use of sensory circuits</p> <p><b>Pay for Occupational therapist input to increase quality and frequency of physical regulation activities</b></p> <p>Implement sensory circuits across the school</p> <p>SNPs to confidently support pupils with sensory circuit work</p>	<p>Regular discussions with the leader over the implementation of lunch time activities</p> <p>Regular contact and checking how the groups are going</p> <p>Organise children into groups</p> <p>Create a timetable of activities on offer</p> <p>Training sessions to be planned into training calendar</p> <p>Modelling of sensory circuits by OT to all staff</p> <p>Sensory circuit equipment to be bought</p>	<p>£4000 play leader</p> <p>£1000 resources</p> <p>£2000</p>	<p>Pupils are more engaged with physical activities – longer engagement time observed</p> <p>Less behaviour incidents logged during lunch time, pupils better regulated due to physical exercise and structured approach to learning games</p> <p>Sensory circuits in place across the school this correlates with a reduction in the number of behaviour incidents being reported</p>	<p>Continue to fund a play leader at lunch times</p> <p>Continue to offer variety of physical group games and team sports at lunch time</p> <p>Explore training options for play leader</p> <p>Continue to fund OT input</p> <p>Sensory circuits to be personalised for individuals to ensure correct movements and equipment is being used for needs to be met</p>

<b>Key indicator 2:</b> The profile of <b>PESSPA</b> being raised across the school as a tool for whole school improvement				
<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><b>Pay for Occupational Therapist – See key indicator 1</b></p> <p>Danny Burton, experienced PE teacher and previous Youth Sports Trust National lead to deliver staff training on engagement and teaching ideas.</p>	<p>See above</p> <p>Danny Burton to deliver training</p>	<p>See above</p> <p>£1000</p>	<p>See above</p> <p>Staff to share good practice and trail innovative ideas</p>	<p>Update and replace sensory circuit equipment where needed</p> <p>D Burton to review and reflect on next steps</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</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>Pay for Occupational Therapist –see key indicator 1</p> <p>Staff to feel confident running sensory circuits to support the regulation of pupils</p> <p>Danny Burton, experienced PE teacher and previous Youth Sports Trust National lead to deliver staff training on engagement and teaching ideas.</p>	<p>OT to deliver training sessions on sensory circuits and model running sessions</p> <p>Danny Burton to deliver training</p>	<p>See above</p> <p>See above</p>	<p>Staff reporting increased confidence in running sensory circuits</p> <p>Pupils more regulated throughout the school day</p> <p>Staff to share good practice and trail innovative ideas</p>	<p>OT to continue to train and build capacity across whole staff group</p> <p>OT to support staff focusing on individual pupil needs during sensory circuits to ensure staff</p> <p>D Burton to review and reflect on next steps</p>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</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><b>Introduce activities for the children to engage in</b></p> <p>Provide equipment for new activities</p> <p>Continue to provide equipment and top-ups where needed to ensure equipment is readily available</p> <p>Provide travel to staff to enable classes to go to activities offered off site e.g., Kayaking, horse riding, cycling, Norwich City Football club, Easton Gymnasium</p>	<p>Audit current PE resources available and purchase items needed</p> <p>Organise staff minibuss drivers for the trust bus to enable pupils to take part in a range of off-site PE activities</p>	<p>£2000</p> <p>£1000</p>	<p>Pupils now choosing to engage in a greater range of sports during their playtime e.g., basketball, balance bars</p> <p>Pupils positively view offsite opportunities</p>	<p>Explore a range of PE activities off site next year to broaden pupils experience of a range of activities</p>

<b>Key indicator 5: Increased participation in competitive sport</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><b>Invest in a lunch time play leader</b></p> <p>Increase pupil's participation and understanding of the rules of simple competitive sports</p> <p>Increase the pupil's tolerance and resilience to cope with winning and losing</p> <p>Develop the pupils' skills to emotional regulate themselves when playing competitive sport</p>	<p>Play leader to organise and introduce the rules for a selection of simple competitive games</p> <p>Teachers to develop PSHE lessons that explore emotions that come with winning and losing and how to manage these emotions – in line with the Zones of regulation</p>	<p>See above</p>	<p>Increased ability to take part in a team game</p> <p>Pupils' ability to cope with winning and losing improved i.e. less behaviours were recorded as the year went on in relation to structured team games</p>	<p>Ensure competitive games offered appeal to all pupils</p> <p>Inter-school competitions introduced</p> <p>School sports day</p> <p>Work with other local complex needs schools to explore competitive meetings</p>