

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 0
Total amount allocated for 2021/22	£ 18,410
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 18,420
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18,420

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p>	N/A
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	N/A

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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 pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: £18,420		Date Updated: 10 th June 2023	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					<p>Percentage of total allocation: 17%</p>
Intent	Implementation		Impact		
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	
<p>* Work to engage learners in supervised high-quality physical activity and movement during lunchtimes</p> <p>* Maintain a minimum of 94% of learners across KS1 and KS2 engaging in physical activity and movement at lunchtime.</p>	<p>* PE Lead and Sports Technician to give refresher training to LSA's and Sports Ambassadors on lunchtime activities and respective zones. Continue to embed Sports Leadership across school with learners facilitating structured playtime activities</p> <p>* Via pupil voice establish sports and activities of interest. Sports Technician and Sports Ambassadors to work on Implementing new playground markings. New activities to be rotated termly, to ensure a variety of activities that support the mental, social and physical wellbeing are on offer for all learners from EYFS through to Year 4</p>		<p>*£2,378.6</p>	<p>* Sports Leaders effectively lead activities during lunch times with the organisation of a daily sports competition zone.</p> <p>*Pupil voice data collated at the end of Spring Term showed engagement figures at lunchtimes being maintained at 94%. New zones reflecting learners' feedback around activities available at lunch time implemented during Summer Term</p>	
					<p>* Refresher LSA training on active Lunch times. Encourage and provoke thought behind how learners feel, move and connect with other learners during movement and physical activity.</p> <p>*New Activity Rota to be launched Autumn Term 1 of the 2023/24 academic year.</p> <p>* Sports Ambassadors to have regular termly meetings with PE Lead to ensure activities offered at lunchtime remain inclusive for all, promote healthy relationships between our learners, movement and physical activity during social times.</p> <p>* Replenish all sporting social time</p>

<p>* Introduce new playground markings and incorporate as part of healthy and active social times.</p> <p>* Continue to progress EYFS PE by developing Physical Development guidelines within the new Early Years frame work.</p> <p>* Work to ensure the curriculum from EYFS through to Year 4 is planned to be ambitious, enriching and engages learners of all abilities in fun and progressive lessons.</p> <p>* Work with BCP to introduce two scaffolded Bike ability courses for our learners for EYFS and Year 4</p> <p>* Purchase Balance Bikes and safety equipment to allow EYFS learners to continue to practice their balance bike skills</p> <p>* Sports Technician to run morning Magic Movement sessions for targeted SEND learners to aid with identified movement issues.</p>	<p>* Ensure all zones provide inclusive resources to facilitate active play.</p> <p>* Provide EYFS appropriate zone to transition into the main playground during Autumn Term of 2022/23 academic year</p> <p>* Review EYFS lessons to ensure resources are in place to encourage and promote all physical literacy elements.</p> <p>* Use termly pupil voice data to maintain Summer Term 22 figures which showed an increase in learners enjoying and feeling engaged in their PE lessons to 92%.</p> <p>* Organise Balance Bike Learn to Ride and level 1 Bike ability training to aid in progression of biking skills across BFS.</p> <p>* Balance bikes incorporated into EYFS outcomes and discovery time to increase learner's confidence, balance and control</p> <p>* Set appropriate SMART targets on completion of baseline assessments and replenish equipment to support respective exercises</p>	<p>* Free Courses</p> <p>*£76.20</p>	<p>* EYFS transitioned into the main playground during Autumn Term and are actively engaging in all activities on offer and widening social circles with KS1 learners</p> <p>*EYFS learners have made good progress against baseline scores from Autumn Term 2022/23. Confidence levels in PE lessons have increased in line with skill progression.</p> <p>*Lessons as a whole across all years have been assessed and reviewed resulting in a new progressive and engaging curriculum being constructed</p> <p>* Courses were attended by 67 EYFS and Link learners and 37 Year 4 Learners providing vital balance bike and Level 1 skills respectively.</p> <p>* Balance Bike activity demonstrated to parents at EYFS outcome event and incorporated into EYFS Sports Day to celebrate skills learnt and increase in learner engagement and confidence.</p> <p>* Progressive SMART targets set have given learners focus and determination to progress in their given area</p>	<p>resources to ensure equipment is fit for use.</p> <p>* Work with 2023/24 EYFS cohort to provide activities to aid with their transition into the main playground during Autumn Term 2</p> <p>* Implement new EYFS curriculum during Autumn Term 2023/24 which focuses on nurturing every child's personal relationship with movement and activity with the aim of developing positive relationship with physical activity thus building the foundations for an active life.</p> <p>* Work with BCP to organise courses for Autumn 2023/24 and work to increase attendance of Year 4 learners from 62% to 90%</p> <p>* Incorporate Balance Bike skills into the EYFS Physical Literacy Curriculum</p> <p>* Work with staff from Primary Link to devise new movement and sensory circuits to allow the integration of Link learners with main stream learners in a daily magic movement session aimed targeted focus activities and regulation prior to learning</p>
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<p>* PE Lead and Sports Technician to continue to provide a variety of internally run after school Key Stage sports clubs. Focus on increasing girl participation and encouraging Pupil Premium learners to engage in clubs.</p> <p>* Continue to identify non-active learners across BFS. To ensure all identified learners are accessing the CMO guidelines.</p> <p>* To join The Castleman Academy Sports Partnership</p> <p>* Continue to engage whole school in events and talks to raise awareness and reinforce the physical and mental benefits exercise brings to every learner.</p>	<p>* Use inactive data and pupil voice to establish focus cohort and desired sports. Work to introduce new clubs</p> <p>* Review inactive data to encourage and support attendance at after school sporting clubs</p> <p>* Summer Term - access Cluster Target and Developmental Festivals and competitions aimed at engaging varying cohorts From EYFS though to YR 4</p> <p>* Raise pupil awareness of the benefits of Sport and Physical Activity by continuing to use and support nationally recognised events.</p>	<p>*£600</p>	<p>*Autumn attendance figures at sporting clubs stood at 120 learners. For Spring Term, the attendance figures were maintained at 120 with Zumba and Tennis clubs implemented. Summer Term saw figures increasing to 234 learners attending BFS sporting clubs.</p> <p>* Attendance off PP learners at sporting clubs has risen from 17, 41% during Autumn Term. 23, 55 % during Spring Term to 45, 88% attending 1 more sports club's during Summer Term.</p> <p>*13 learners from KS1 entered mini marathon event at a local cluster school.</p> <p>* PHSE sessions utilised to raise awareness of the benefits healthy eating and exercise have on the body.</p>	<p>* Purchase equipment to aid with the implementation of the new daily movement and sensory circuit.</p> <p>* Continue to review and subsequently provide a variety of new after school sporting clubs that offer physical activities that are purposeful, engaging, relevant and rewarding.</p> <p>* Access a variety of both KS1 and KS2 events aimed at specific targeted cohorts every Thursday afternoon throughout the 2023/34 academic year.</p> <p>* Sign up and engage both learners and staff in Nationally recognised sporting events during the 2023/24 academic year</p> <p>* Acknowledge individual differences and promote, varied and engaging physical activity experiences enabling our learners to become confident, physically competent and have a understanding and the motivation to, be physically active.</p> <p>* Book speakers from a variety of backgrounds (Healthy eating/Mental Health Sports Professionals for assemblies to engage and inform our learners on healthy habits for life.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				16%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>* Re embed the importance and benefits that the Daily Mile can have not only on learner's fitness levels but also their concentration levels, mood, behavior, and general wellbeing.</p> <p>* Promote use of the new inclusive playground environment which promotes opportunities to aid in facilitating team and individual games and sports that develop not only movement and physical activity but also encourage communication and collaboration laying the foundations for happy healthy friendships.</p> <p>* Sports Technician to work with Sports Ambassadors to Increase the number of Sports Boards to not only celebrate BFS's representation in externally run sporting events but to also celebrate PE lessons, School Games Values and awards.</p> <p>* Ensure all event reports, photos and Sporting achievements are shared on all media forums within 24hrs of taking place.</p>	<p>* Learners to be encouraged to use the differentiated activities around the daily mile track to ensure 100% learner engagement on a daily basis</p> <p>* Work with teachers and LSA's to incorporate new active playground markings into brain breaks and social times to aid in boosting peer social interaction and self-esteem.</p> <p>* New board placed in hall to further celebrate achievements</p> <p>* Continue to ensure parents feel part of our weekly PE journey and sporting events calendar at BFS and provoke engagement and dialogue with our learners and their families</p>	*£2,378.6	<p>* Classes from the link and EYFS have been accessing the daily mile every morning to assist with the regulation of children and to promote daily exercise.</p> <p>*Reduction in significant behaviors at break and lunch time as a result of engaging in active play. Learners demonstrating respect when using equipment so that it remains at a good standard.</p> <p>* board being used as a point of reference for all learners to locate pictures and information regarding events they have participated in to share with friends and family.</p> <p>* Events success shared with parents and careers on all media platforms and learners' achievements celebrated during assemblies. Parents and Learners requesting further opportunities to represent the school in sporting fixtures, festivals and events</p>	<p>* Embed how the growth of a positive relationship with movement and physical activity e.g. daily mile can encourage an active life, with improved health and well-being</p> <p>* Work with staff to instill how Physical literacy places individuals at the heart of a personal relationship with physical activity.</p> <p>*Continue to encourage active breaks in lessons to improve cognition and the children's readiness to learn.</p> <p>* Use Sports boards during PE lessons to provoke conversations around lesson objectives and School Games Values.</p> <p>* Utilise the twitter forum and Facebook to celebrate participation in all BFS sporting events.</p>

<p>* Implement weekly Table Cricket interventions for SEND and Link learners.</p> <p>*Maintain 100% attendance across KS2 at one sporting event as a minimum</p> <p>* Source more events aimed at Key stage 1 to increase the number of Year 1 and Year 2 learners representing the school.</p> <p>* Work towards maintain Gold Award status for the 22/23 academic award</p>	<p>* Dorset Chance to shine Table Cricket team delivered 4 weeks of table cricket to identified SEND learners from across KS1 and KS2</p> <p>*Give all learners the opportunity to engage in sporting events and festivals that are ability appropriate.</p> <p>* Utilise the Castleman Academy Partnership to engage in a variety of events aimed at all learners and target cohorts with academy cluster schools to raise the profile of Sport and PE within BFS</p> <p>* Work to maintain Gold award status for the 2022/23 academic year by recognising and encouraging the continued increase of inclusive sport and physical activity for all learners.</p>	<p>*£600</p>	<p>*Improvements evident across learners - Physically in hand eye coordination and Socially in turn taking.</p> <p>* 124 learners 100% of KS2 have represented BFS at a minimum of 2 sporting events during the 2023/24 academic year. Of these 14 learners 11% were PP.</p> <p>* As of the end of Summer Term 123 learners 100% of KS1 have represented BFS at a minimum of one sporting event. Of these 19 learners 16% have been PP</p> <p>* BFS were awarded Gold for the third consecutive year in the School Games award for the 2022/23</p> <p>* All of KS2 represented BFS at a sporting event a minimum of twice during the 2022/2023 academic year</p> <p>* All of KS1 represented BFS at a sporting event a minimum of once during the 2022/2023 academic year</p> <p>* All 37 PP learners from across both KS1 and KS2 have all attended a minimum of 1 sporting event during the 2022/2023 academic year</p> <p>* All 38 SEND learners, 100% from Year 1 through to Year 4 have represented BFS in a minimum of one sporting event during the 2022/23 academic year</p>	<p>* Continue to deliver weekly SEND table cricket games to Introduce and offer the experience of Table Cricket to SEND and Link learners across the school</p> <p>* Maintain all of KS2 learners representing BFS a minimum of twice during the 23/24 academic year.</p> <p>* Maintain all of KS1 learners representing BFS a minimum of once during the 23/24 academic year</p> <p>* Through the Castleman Academy access an increased number of SEND and developmental and KS1 events</p> <p>* Work towards maintain Gold Award status for the fourth consecutive year during the 23/24 academic year</p> <p>*Provide positive experiences within different environments to encourage our learners to value, enjoy, and engage in physical activity making it a habit for life.</p>
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			* In total 470 learners by the end of Summer Term 2 will have represented BFS at 38 events during the 2022/2023 academic year	
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 24%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>* Sports Technician to team teach alongside class teachers to boost staff's confidence in delivering high quality Physical activity across all year groups from EYFS through to KS2.</p> <p>* Work to ensure the BFS PE curriculum continues to show progression and inclusivity in a variety of sports and activities from EYFS through to our Year 4 learners</p>	<p>* Use Sports Technician and PE Teacher to Support and empower teachers to feel confident to teach PE.</p> <p>* Ensure PE cupboard is fully resourced with equipment and arranged to inspire teachers to deliver engaging, inclusive and fun PE lessons for all learners.</p> <p>* Re subscribe to "Complete PE" Scheme of work to aid Teachers with their planning, understanding and resourcing of sport modules.</p> <p>*Via Termly staff surveys identify required sport specific CPD with an aim to increase Teacher confidence in delivery of PE lessons to 100%</p> <p>* Staff confidence in curriculum and delivery of lessons to be monitored and evidenced through termly staff surveys and SLT lesson observations.</p>	<p>*£2,378.6</p> <p>*£126</p>	<p>* Close of Summer Term equipment audit to be completed and replenished as necessary</p> <p>* Resource being used as an additional tool in the planning of class Teacher led PE lessons</p> <p>* Weekly additional support and advise given by PE lead prior to the delivery of lessons in Year 4. Due to increase in confidence support has now been decreased.</p> <p>* Termly Learning walk carried out during evidence of learners' enjoyment and positive attitudes through creative lesson structures</p>	<p>* Purchase new equipment to ensure the delivery of engaging, inclusive and fun PE lessons for all learners.</p> <p>* Work with all new teaching staff to deliver well planned, engaging and fun lessons for all.</p> <p>* Raise the profile and understanding around Physical Literacy amongst staff, ensuring the inclusion of every learner regardless of capability and age.</p> <p>* Focus during planning on learner's individual needs and past experiences of movement and physical activity which make every learner's journey in PE unique.</p> <p>*Continue to provide module observation feedback to all teaching</p>

<p>* Raise the profile of PE lessons by encouraging teachers to wear appropriate clothing to participate/ interact fully and safely in PE lessons.</p> <p>* To join The Castleman Academy Sports Partnership Hub</p>	<p>* Sports Coaches from a variety of sports to team teach with teachers to increase staff confidence and knowledge of specific sports, skills and rules.</p> <p>* Purchase BFS Sports Hoodies for all new Class Teachers and LSA'S to be worn with appropriate footwear allowing teachers to fully support learners in all aspects of their PE.</p> <p>*Increase PE staff involvement in assisting with the hosting of cluster schools' sports. Access relevant Key Stage PE CPD courses for all staff</p>	<p>*£900</p> <p>*£334.26</p> <p>* £600</p>	<p>*Teachers gaining exposure to teaching new sports not on the curriculum and different styles of delivering activities and lessons</p> <p>*Staff delivering PE lessons are dressed appropriately ready to engage with learners in all activities resulting in enthused and active learners.</p>	<p>staff.</p> <p>* Book coaches to enhance and support the delivery of sports within the new PE curriculum</p> <p>* Purchase PE clothing for new staff members to ensure they feel prepared to deliver their PE lessons and suitably dressed to engage and inspire their learners.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 27%</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>* PE Lead and Sports Technician to run a variety of "Taster Days" in a diverse range of sports to encourage and inspire learners from EYFS through to KS2 to engage in and try a new sport.</p> <p>* Utilise yoga structure and equipment for Yoga and mindfulness interventions across</p>	<p>* Sessions run during Autumn and Spring Term in Quidditch, Dodgeball, Curling and Boccia</p> <p>* Immerse learners in a tranquil and calming environment to encourage</p>	<p>* £2,378.6</p>	<p>* Learners have enjoyed learning the skills required and rules involved in the new game of quidditch. Learners have been able to transfer their knowledge and skills of other sports to the game of Quidditch. Learners inspired to attend Curling and Boccia after school club and sign up for Quidditch as a UBC module.</p> <p>* All learners from EYFS through to Year 4 enjoyed yoga and mindfulness sessions</p>	<p>* Quidditch to be offered as an after-school club during the 2023/24 academic year.</p> <p>* Yoga and mindfulness continue to be offered as both and after school</p>

<p>the school</p> <ul style="list-style-type: none"> * Support Learners in experiencing a plethora of new sports through the introduction of coaching staff from a variety of sports * Incorporate new playground markings into PE lessons and during learner's active breaks and lunch times to encourage and engage learners. * Design and purchase an orienteering course to be set up around the grounds of BFS * Purchase Quidditch Equipment to allow learners from KS2 to experience a new game * To join The Castleman Academy Sports Partnership Hub 	<p>engagement and embed the benefits Yoga and mindfulness can have on our learners mental and emotional well-being.</p> <ul style="list-style-type: none"> * Introduce coaches from football, cricket and dance backgrounds to allow learners to experience new sports and progress current skills * PE Lead and Sports Technician to Utilise new Basketball, Netball, football and 10-lane running track markings and games markings to inspire learners to try new activities with friends. * Look to implement orienteering as a UBC activity for Key stage 1 to Key Stage 2 learners. * Provide Learners the opportunity to transfer their dodgeball and tag rugby skills to engage in the new game of Quidditch * Utilise Quidditch equipment to aid in KS1 and EYFS physical literacy ball skills. * Enter a variety of new and exciting sporting opportunities for targeted cohort groups at development, SEND and competitive levels. 	<p>£ Free Sessions</p> <p>*£860</p> <p>*£1200</p> <p>* £600</p>	<p>and were signposted to the BFS after school Yoga Club</p> <ul style="list-style-type: none"> * Yoga Structure continues to be used as a mindfulness area for our SEND learners and our after-school yoga club * AFCB coaches completed 6 weeks of football sessions with Year 2 staff and learners * New markings have been incorporated into UBC sessions which have provided a clear course for our learners to navigate around * Learners enjoying the opportunity to engage in a new sport with transferable skills which has seen an increase in confidence and participation levels * Quidditch hoops used to assist with progressing the skill of aiming for a target * Learners enjoying participating in events against schools within the Castleman Academy Trust 	<p>club and intervention for targeted cohort groups.</p> <ul style="list-style-type: none"> * AFCB coaches booked to for continued CPD with KS2 staff during 2023/24 * Orienteering to be delivered to KS2 as part of the new PE curriculum during Summer Term 2023/24 * Orienteering to be implemented as part of the Key Stage 2 PE curriculum from Autumn Term 23/24 * Quidditch to be offered as an after-school club during the 2023/24 academic year enabling learners continue to experience the transferable skills and rules involved in the game. * Continue to access events for all learners from Y1 through to YR 4 * Use sporting events to provide positive experiences to aid with the building of learner's physical literacy and in turn learner's engagement in future activity.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>* PE Lead and Sports Technician to liaise with School Games coordinator and PE leads from Cluster Schools to provide opportunities for learners across the school to compete/partake in a variety of targeted events, festivals and friendly fixtures</p> <p>* Continue to increase links with external clubs</p> <p>* Sports Technician to support PE Lead in organising 3 Key stage specific Sports Days that are fully inclusive and 1 Sports day aimed at being fully accessible for our BFS</p>	<p>* Organise and attend events, festivals and friendly fixtures to ensure all KS1 and KS2 learners represent BFS in a sporting event during the 2022/2023 academic year.</p> <p>* Liaise with Link staff to organise the participation of Link Learners in SEND sporting Festivals</p> <p>* Aim to further links and sign posting of local clubs to pupils and parents for continued development at Broadstone Tennis Club, Broadstone Golf Club, AFCB, and Broadstone Cricket Club</p> <p>* Plan fully inclusive Key Stage sports day for our learners from EYFS through to Year 4 and for our learners from our link school.</p>	<p>* £2,378.6</p>	<p>* All of KS2 represented BFS at a sporting event a minimum of twice during the 2022/2023 academic year</p> <p>* All of KS1 represented BFS at a sporting event a minimum of once during the 2022/2023 academic year</p> <p>* All 37 PP learners from across both KS1 and KS2 have all attended a minimum of 1 sporting event during the 2022/2023 academic year</p> <p>* In total 470 learners by the end of Summer Term 2 will have represented BFS at 38 events during the 2022/2023 academic year</p> <p>* 3 link learners attended 2 sporting events alongside SEND mainstream learners during the 22/23 academic year</p> <p>* Links made have resulted in learners attending developmental festivals and after school clubs in new sports. KS2 Learners are now attending Broadstone Cricket Club and Broadstone Tennis Club</p> <p>* EYFS, KS1, KS2 and learners from our Link School had the opportunity to participate in their own scaffolded Sports Day watched and supported by their</p>	<p>* Work with both the Castleman academy, School Games and the Purbeck Sports Partnership to maintain 100% of learners from both KS1 and KS2 attending a sporting event during the 2023/24 academic year</p> <p>* Look to access more events for learners from the link to enjoy whilst representing BFS.</p> <p>* Continue to signpost learners and their families to external sporting clubs in a variety of sporting clubs.</p>

<p>Link learners</p> <p>* Ensure transportation is booked to take learners to and from events to ensure attendance is not dependent on parental availability and learners are not held back from attending new events and venues across Dorset.</p> <p>* Replenish equipment for learners to use when both practicing and representing BFS</p> <p>* To join The Castleman Academy Sports Partnership Hub</p>	<p>* Provide transportation for BFS learners to and from Sporting events and festivals</p> <p>* Check all PE resources regularly to ensure they are fit for purpose</p> <p>* Ensure learners are ready for exposure to competitive events and given targeted opportunities in appropriate sports.</p> <p>*Expose target learners to entry level competition to help build on technical and skills and sportsmanship.</p>	<p>£30.54</p> <p>*£600</p>	<p>parents and carers.</p> <p>* Termly PE equipment audit</p> <p>* Learners given additional coaching and support during lunchtime and after school sessions</p> <p>* Learners from KS1 and KS2 to represent BFS in a Castleman Academy Sports Partnership Tag Rugby Competition during Summer Term 2 against other trust schools.</p>	<p>*Ensure wide and varied events are sourced including learners from different cluster schools and cultures that will have an impact on our learner’s physical literacy</p> <p>*Engage our learners in movement and physical activity in different spaces and new environments providing new experiences.</p> <p>* Purchase additional PE strips to accommodate the volume of learners representing the school at BFS sporting events</p> <p>* Continue to expose KS1 learners to target activities before entering events.</p> <p>* Work together after event feedback to ensure the right learners are being selected for the right events.</p> <p>*Continue to expose learners to entry level competitions in a variety of sports</p>
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Signed off by	
Head Teacher:	R Wood
Date:	21 June 2023
Subject Leader:	S Burke
Date:	10 th June 2023
Governor:	D Moody
Date:	15 th June 2023

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Mansfield Metropolitan Borough Council