

BURFORD PRIMARY & NURSERY

SUBJECT: PHYSICAL EDUCATION

LEADER: MRS RACHEL FORTESCUE



INTENT

P.E. at Burford is inclusive, so that everyone develops healthy habits that stay with them rest of their lives. Our curriculum inspires all pupils to be physically confident; excel in competitive sports and physically-demanding activities and to develop a sense of belonging. We are Team Burford! P.E at Burford also promotes positive characteristics associated with sportspersonship, developing pupil leadership building confidence in and beyond the classroom.

We build cultural capital by enriching our curriculum with a wide range of skills, sports and activities, intentionally profiling professionals associated with these. We make the most of all opportunities to improve our fitness, coordination, gross and fine motor skills, making every second count. This is complemented by our rich after-school club offer, providing our children with a diverse menu of sports that they wouldn't otherwise encounter

IMPLEMENTATION

PE is taught for a minimum of 2 hours per week. 1 hour following the chosen scheme of work (Get Set 4 PE) and 1 hour of fitness and teambuilding. Where possible, links are made to other curriculum subjects.

We maximise the potential for building fine and gross motor skills at break times and lunch times by providing high-quality exercise equipment, games and resources.

We have an annual Sports Day: one for EYFS; one for KS1 and KS2 each summer. During our annual 'Keeping Healthy, Staying Safe' theme week, relevant strands are prioritised.

We enhance our curriculum with enrichment opportunities both during the school day and after school, offering a variety of sports (e.g. zorbing, inflatables, nerf wars, archery, axe throwing, parkour).

Year 4 children go swimming annually for a whole term. Each year group from Year 1-6 work with a professional PE coach for a half term, to provide high quality teaching and learning, as well as a bespoke continued professional development offer for the teaching team. Children take part in outdoor and adventurous activities when at Forest School or on residential.

We spend our Sports Premium funding on resources that will have a tangible impact upon our children's fitness.

About the PE and Sports Premium Funding

The government has provided additional funding to improve the provision of physical education (PE) and school sports and physical activity in primary schools. This funding is provided jointly by the Departments for Education; Health; and Culture, Media and Sport. It is calculated by reference to the number of primary-aged pupils (in Years 1 to 6), as recorded in the annual schools' census.

Schools are free to choose the best way of using the money. However, schools must spend the funding to make additional and sustainable improvements to the quality of the PE, school sport and physical activity they provide.

Each year, schools are held to account over how they spend their additional funding and must evidence the impact of all monies spent. This should include seeing a sustainable impact and improvements across at least one of these 5 key indicators, as published by The Department for Education:

- **Key indicator 1:** Increased confidence, knowledge and skills of all staff in teaching PE and sport
- **Key indicator 2:** 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 a day in school
- **Key indicator 3:** The profile of PESSPA being raised across the school as a tool for whole school improvement
- **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils
- **Key indicator 5:** Increased participation in competitive sport

For more information and the full guidance, please see:

- <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>
- https://www.afpe.org.uk/page/About_the_Primary_PE_and_Sport_Premium

Sports Premium Funding Amounts		
Total amount allocated for 2023/24	Total amount carried over 2023/24	Total amount allocated for 2024/25
£17,780	£0	£17,780

Swimming		
Question	Statistics	
	2024	2025
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	Number that can: 15 Number that couldn't: 15 Percentage that can: 50%	Number that can: 14 Number that couldn't: 16 Percentage that can: 47%
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	Number that can: 15 Number that couldn't: 15 Percentage that can: 50%	Number that can: 14 Number that couldn't: 16 Percentage that can: 47%
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	Number that can: 25 Number that couldn't: 5 Percentage that can: 84%	Number that can: 14 Number that couldn't: 16 Percentage that can: 47%
If your schools swimming data is below national expectation, you can choose to use the premium to provide additional top up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	No, due to the costings of travel expenses, there were not enough funds to enable children to do additional top up swimming lessons.	No, due to the costings of travel expenses, there were not enough funds to enable children to do additional top up swimming lessons.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Swimming sessions is taught by an outside provider; therefore, class teachers receive on going CPD at each swimming session, observing the lessons.	Swimming sessions is taught by an outside provider; therefore, class teachers receive on going CPD at each swimming session, observing the lessons.

Key priorities and planning				
Action	Key indicators	Impact - What	Sustainability – Futureproofing	Cost
Hiring an external PE specialist (SH Active) to: Provide continual professional development to teaching staff from Year 1 to 6 to improve their teaching of PE – bespoke to the individual: - Autumn 1: Year 6 - OAA - Autumn 2: Year 2 – Net and Wall - Spring 1: Year 4 – Tag Rugby - Spring 2: Year 3 – Dance - Summer 1: Year 5 – Athletics - Summer 2: Year 1 – Striking and Feilding Games To offer additional sporting activities during lunchtime for KS2 children. To offer additional sports clubs after school for: - Autumn 1: Years 5 and 6 – Nerf Wars - Autumn 2: Years 3 and 4 – Axe Throwing - Spring 1: Year 1 and 2 – Circus Skills - Spring 2: Years 5 and 6 - parkour - Summer 1: Years 3 and 4 – Martial Arts - Summer 2: Years 1 and 2 – Archery	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport	Teaching staff's confidence and competence in the teaching of year group specific sports/skills increases. The Tuesday lunchtime sports activity sessions will engage a wide range of children to be active. Tuesday after school sports clubs broaden the existing vision of 'PE' to bring to life a wider range of sport, skills and movement. Having a regular sporting role model presence weekly within school will inspire children to aspire to participate and succeed.	As per the PE planning progression documentation, PE lessons will be taught by teaching staff. To move the teaching of PE to a consistently good standard. To develop 'Sports Leaders' to run their own lunchtime sports activities.	£8,000

Action	Key indicators	Impact	Sustainability	Cost
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PESSPA Enrichment days with external provider for all children across the school. To allow children to take part in a wider range of physical activities. Autumn 2: Bubble Sports - Zorbing Spring 2: Lazer Tag Summer 2: Inflatable obstacles To encourage children to seek additional physical activities outside of school. For example: - Local clubs - Holiday camps To introduce the element of healthy competition in a fun and engaging way. For example: - Last one standing in zorbing - Winning team in Laser Tag - Fastest over all time in an obstacle course	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport	Children will be exposed to a wide range of sports and activities that come under the umbrella term of physical activities. Children will be encouraged to use their own initiative and imagination to create own games and activities at playtimes and lunchtimes based on ideas given. Children will strive to come in a winning position, both individually and as a team. Giving all children a chance to represent themselves and their team in low stakes friendly competition. Having a sporting role model presence within school will inspire children to aspire to participate and succeed.	Pupils engage with sports independently at lunchtimes and playtimes and/or outside of school hours. Children will look forward to other enrichment days over the coming years. Attendance for these days and on PE days will be higher as a result of the increased engagement.	£2,000
Action	Key indicators	Impact	Sustainability	Cost

Purchase of new PE equipment to be used at playtimes and lunchtimes as a part of the new pupil leadership innovative 'PE Crew'. To ensure that provision for PE, School Sports and Physical Activity is more than just what is offered within the timetabled curriculum. To empower children to become leaders in sports. For example: The purchase of simple PE equipment per class (EYFS, Years 1 through to 6). • Cones • Beanbags • Hoops	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children having more opportunity to participate in additional PE, School Sports and Physical Activities' outside of lesson times. Children having more ownership of sporting activities that they take part in, increasing the participation levels. Children developing leadership skills at a lower level to empower them to be more confident. To develop children's knowledge of skill-based games	Pupils engage with sports independently at lunchtimes and playtimes and/or outside of school hours. Children who have been selected to be members of the 'PE Crew' will have gained leadership skills that they can pass on to other pupils by engaging them in activities. Children will have a wider game and skills-based knowledge, rather than being reliant on a football every playtime and lunchtime.	£350
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Action	Key indicators	Impact	Sustainability	Cost
Purchase of new large climbing equipment for the Early Years Foundation Stage (both F1 and F2). To provide children with high quality and purposeful equipment to develop and meet the Early Learning Goals linked to Gross motor: - Negotiate <u>space</u> and <u>obstacles safely</u>, with <u>consideration</u> for <u>themselves</u> and <u>others</u>. - Demonstrate <u>strength</u>, balance and <u>coordination</u> when playing. - Move <u>energetically</u>, such as running, jumping, dancing, hopping, skipping and <u>climbing</u>.	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children will have access to high quality equipment and want to use them, therefore be more active. Teaching staff will be able to plan to use the new equipment in a variety of ways to keep teaching and learning fresh and engaging. Children will have better gross motor skills, with a particular focus on negotiating obstacles safely, demonstrating strength and coordination and moving more energetically with a focus on climbing.	As per the PE planning progression documentation, Physical Development sessions will be taught by teaching staff, using the new equipment and continuous provision activities will also include the use of new equipment. Each year there will be a different focus area within the Gross Motor skills of physical development. This will be identified alongside the EYFS team.	£1,500

Action	Key indicators	Impact	Sustainability	Cost
Purchase of Sports Day specific related equipment and resources. To provide children with high quality and purposeful equipment to engage children with the ethos of Sports Day. For example: • First: Gold stickers • Second: Silver stickers • Third: Bronze stickers • Patriation stickers • Participation certificates • New bunting	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport	Children will be more enthusiastic about the end goal of Sports Day, inspiring them to engage in the half terms PE lessons – athletics in preparation for Sports Day. Children will be exposed to a wide range of sports that come under the umbrella term of Athletics using the correct corresponding equipment. Children will strive to come in a medal winning position for their races on the day of Sports Day. Giving all children a chance to represent themselves, their class and school in low stakes friendly competition. Higher level of community engagement and support, with adult being invited to support and take part in their own races.	Pupils engage with sports independently at lunchtimes and playtimes and/or outside of school hours. Inter-class competitions happen within weekly PE lessons to increase friendly competition within children. Children become respectful sports people, understanding the meaning of winning and losing graciously, which will cascade onto the playground and into classrooms.	£100

Action	Key indicators	Impact	Sustainability	Cost
Renewal of the whole school scheme of work (Get Set 4 PE). To ensure that the teaching and learning of PE is of a consistent standard across school. To ensure that there are clear skills and sport progressions across school.	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children will have designated time tabled weekly PE sessions that will form 1 hour of the recommended 2 hours of PESSPA. Children will engage in a range of skills and sports that are progressive over time. The teaching staff will have accessed to a high-quality scheme of work which provides a basis of lesson plans, including: teaching tips and explanations, curriculum adaptations and resources (printable, videos and audios).	As per the PE planning progression documentation, PE lessons will be taught by teaching staff, where teaching staff will use the scheme of work to form the basis of teaching and learning. Each half term there will be a consultation with the teaching team to identify what has worked well with the scheme of work, raise any issues or concerns where we can work through them and evaluate and tweak the scheme of work to meet the needs of Burford.	£600

Action	Key indicators	Impact	Sustainability	Cost
KS2 Learn to Cycle Scheme Registration and participation for all KS2 children to take part in the Bikeability Learn to Cycle Scheme. Each child to have a 1-hour session with an expert external provider. To ensure that all KS2 children are able to ride a bike correctly and safely. Each year group to have a dedicated day, children to be in groups of 6: - Monday – Year 3 - Tuesday – Year 4 - Thursday Year 5 - Friday – Year 6	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	All KS2 children have the additionality of an extra 1 hour of a taught Physical Education, School Sport and Physical Activity session. Children who do not have access to a bike in their home life, get the opportunity to try something new and different, closing the cultural capital. Children will have the knowledge and skills to be able to ride a bike with confidence and ease. Children will be able to ride their own bikes beyond the confined of school safely.	KS2 pupils engage with cycling independently outside of school hours, confidently and safely. Children will look forward to other enrichment days over the coming years. Attendance for these days and on PE days will be higher as of the increased engagement.	£250

Action	Key indicators	Impact	Sustainability	Cost
Purchase of any top up/gap fill resources for everyday PE lessons. To ensure that the quantity and quality of PE equipment enables children to develop competence and to excel in a broad range of physical activities For example: • Replace any equipment that is missing. • Replenish equipment that is broken.	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children will have access to resources and equipment that is of high quality, of which they will want to use. There will be enough resources and equipment for children to have enough for one each, one between 2 or small groups depending on the type of equipment and its intended use. Teaching staff will be able to plan to use the new equipment in a variety of ways to keep teaching and learning fresh and engaging.	As per the PE planning progression documentation, PE lessons will be taught by teaching staff where teaching staff will use the new equipment. Each year there will be an equipment audit and consultation with the teaching team to identify any equipment that needs replacing or purchasing based on the needs identified.	£1,230

Action	Key indicators	Impact	Sustainability	Cost
Purchase of new gymnastics mats and flatbed trolley for storage. Replacing and topping up the number of mats from 10 to 30 and a more sturdy and usable storage facility. To ensure that children are able to take part in gymnastics, yoga and other PE lessons and activities comfortably and safely. To ensure that the storage of the new mats in both adequate to ensure they are kept in good condition and usable by both staff (getting out of the cupboard) and children (off the storage trolley). For example: • 30 light weight mats • 1 flat bed front axel trolley	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children will have access to resources and equipment that is of high quality, of which they will want to use. There will be enough resources and equipment for children to have enough for one each, one between 2 or small groups depending on the type of equipment and its intended use. Teaching staff will be able to plan to use the new equipment in a variety of ways to keep teaching and learning fresh and engaging	As per the PE planning progression documentation, PE lessons will be taught by teaching staff where teaching staff will use the new equipment. The new equipment will last a number of years due to them being lightweight, meaning they are user friendly and having purposeful storage, again which is user-friendly. Having the new equipment that is user friendly, will result in equipment being used correctly causing less wear and tear and accidently damage.	£2,750

Action	Key indicators	Impact	Sustainability	Cost
Purchase of a portable sound system. Having a portable sound system, including microphones, to play music during playtimes, lunchtimes, during PE sessions and to use through out events such as Sports Days. To make Physical Education, School Sports and Physical Activity sessions more engaging. For example: • Sound system • Charging cables • 2 wireless microphones	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Having music playing in the background for playtimes, lunchtimes, outdoor taught PE lessons and events will bring these times to life more. Having music playing during playtimes and lunchtimes opens up opportunities for children to take part in other Physical Education, School Sports and Physical Activity sessions, such as: dancing, aerobics, Zumba and fitness activities. More taught PE lessons can take place outdoors (weather dependant): dance, yoga and fitness sessions.	Having new equipment that is user friendly, both functionally and storage, will result in equipment being used correctly causing less wear and tear and accidently damage. As per the PE planning progression documentation, PE lessons will be taught by teaching staff, where teaching staff will use the scheme of work to form the basis of teaching and learning, but can enhance this with music.	£500

Action	Key indicators	Impact	Sustainability	Cost
Purchase of additional PE equipment to be used at playtimes and lunchtimes as part of the pupil leadership innovative 'PE Crew'. This was done in conjunction with the current 'PE Crew', using their pupil voice to inform decisions tweak and improve current practice. To ensure that provision for PE, School Sports and Physical Activity is more than just what s offered within the timetabled curriculum. To empower children to become leaders in sports. For example: The purchase of simple PE equipment per class (EYFS, Years 1 through to 6). • Draw string bag • Skipping ropes • Frisbees • Footballs	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children having more opportunity to participate in additional PE, School Sports and Physical Activities' outside of lesson times. Children having more ownership of sporting activities that they take part in, increasing the participation levels. Children developing leadership skills at a lower level to empower them to be more confident. To develop children's knowledge of skill-based games	Pupils engage with sports independently at lunchtimes and playtimes and/or outside of school hours. Children who have been selected to be members of the 'PE Crew' will have gained leadership skills that they can pass on to other pupils by engaging them in activities. Children will have a wider game and skills-based knowledge, rather than being reliant on a football every playtime and lunchtime.	£515

Key achievements (2024-2025)

Over the course of the academic year, the children and staff in years 1- 6 have worked alongside an external PE provider (SH Active) to have a high-quality PE lesson for a half term, and a fitness blast session for a half term. Children have had access to quality first teaching from an expert and teaching staff have had a bespoke CPD opportunity, based on their own skill set and confidence levels in the areas of PE being taught within their year group.

The uptake of children participating in after school sporting activities has been high. Each half term there has been an offer of an after school sporting session, including: from Nerf wars, axe throwing, circus skills, parkour, mixed martial arts and archery for children in Years 1-6, provided by an external PE provider (SH Active).

The number of children participating in the lunchtime drop in and drop out sporting activities has been high. Children have been able to assess activities such as dodgeball, agility circuits, basketball and football for children in Years 3-6, provided by an external PE provider (SH Active).

The launch of Burford's new 'PE Crew' has been positive to empower children to be leaders within a subject, starting to engage children in different activities during playtimes and lunchtimes with simple equipment such as: cones, bean bags and hoops.

Next Steps – Even Better Ifs	
Activity/Action	Impact
To work alongside the teaching team to unpick the selected scheme of work (Get Set 4 PE), identifying positive features and tweaks that would be useful.	To ensure that the scheme of work is appropriate for both teaching and learning having the biggest impact on the children's knowledge and skills of PE.
To re-launch 'Burford's PE Crew' and develop playground games that can be rolled out through pupil leadership.	To empower children to become leaders within sport and encourage other children to come on that journey with them.
To quality assure the external PE provider.	To ensure that the external PE provider and the CPD offer is the best fit for Burford.

Sign off			
	Print	Sign	Date
Subject leader:	Rachel Fortescue	Rachel Fortescue	July 2025
Head teacher:			
Governor:			