

**Our VISION (intent)**

P.E. at Burford is truly inclusive so that everyone develops healthy habits and a love of P.E. lessons that they carry with them to maintain sustainable health and fitness routines for the rest of their lives.

Our curriculum provides opportunities for pupils to become physically confident in a way which supports their health and fitness. We seek to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. Our P.E. lessons are a valuable opportunity to develop a sense of community, team and a sense of belonging.

We are Team Burford! Sports are also a meaningful, tangible way to promote positive characteristics associated with sportspersonship. They are a key way for us to develop pupil leadership and to build confidence in and beyond the classroom. Some of the values that we profile are consistency, high effort and reliable attendance. Therefore, P.E. learning has an impact upon their time-keeping and attendance for other lessons.

We build cultural capital by arranging visits to other settings in order to compete, and by intentionally profiling sports and professionals who our children would not otherwise encounter. Our daily timetable is extremely busy, so we make the most of all opportunities to improve our fitness, coordination, gross and fine motor skills. During break times, for example, our Sports Leaders encourage children to select quality equipment which engages and motivates them to develop these skills independently - from pogo sticks to 'Twister'!

This is complemented by our rich after-school club offer which seeks to provide our children with a diverse menu of sports that they wouldn't otherwise encounter or participate in. As a school, we have particularly profiled the importance of improving our fitness and stamina since Covid-related lockdowns prevented us from regularly exercising successfully. We know that healthy bodies lead to healthy learning minds!

**Our implementation**

- We are proud that our curriculum offer has achieved the Gold School Games Mark in 2023-24, having previously achieved Silver in 2023-24.
- All of our classes are taught P.E. for a minimum of 2 hours per week. In addition to this, we also plan for regular 'Fitness Blasts' which are designed to improve stamina through short-burst, HIIT workouts that are age-appropriate.
- Where possible, links are made to other curriculum subjects (e.g. Maths and statistics; Science and data-handling; and the biology of the human body). During our 'Keeping Healthy, Staying Safe' theme week (the first week of each academic year), relevant strands (such as healthy eating, exercise and fitness, and personal hygiene) are prioritised. During this week, we explicitly learn about how to establish healthy habits which we then maintain throughout the year.
- 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 promote pupil leadership by having Sports Leaders in KS1 and KS2 who are responsible for organising these resources and modelling learning behaviours to their peers.
- We have an annual Sports Day (one for EYFS; one for KS1 and KS2) each summer.
- We extend the school day and offer a menu of after-school clubs to enrich our curriculum offer (e.g. ultimate frisbee, archery, multi-skills) and children work with P.E. role models, such as Nottingham-based Jimmy Jumpshot and Premier Education – PE.
- Year 6 children go swimming annually for a half term/term and then additional lessons are purchased for any children who do not meet the National Curriculum expectations.
- Each year group from Year 1-6 work with a professional Dance coach for a half term/term, to provide high quality teaching and learning as well as continued professional development for the teaching team.
- Our children take part in outdoor and adventurous activities when at Forest School or on residential at PGL, an outward-bound activity centre.
- All children have the opportunity to take part in enrichment activities, related to Physical Education, School Sport and Physical Activity (PESSPA).

### **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:** 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 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement
- **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport
- **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>

**Sports Premium Funding Amounts**

| Total amount allocated for 2022/23 | Total amount carried over 2022/23 | Total amount allocated for 20223/24 |
|------------------------------------|-----------------------------------|-------------------------------------|
| £17,750                            | £0                                | £17,780                             |

**Swimming**

| Question                                                                                                                                                                                                                                                           | Statistics                                                                                                                                          |                                                                                                                                                     |
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|                                                                                                                                                                                                                                                                    | 2023                                                                                                                                                | 2024                                                                                                                                                |
| 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: 28<br>Number that couldn't: 4<br>Percentage that can: 86%                                                                          | Number that can: 15<br>Number that couldn't: 15<br>Percentage that can: 50%                                                                         |
| 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: 28<br>Number that couldn't: 4<br>Percentage that can: 86%                                                                          | Number that can: 15<br>Number that couldn't: 15<br>Percentage that can: 50%                                                                         |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?                                                                                                                                            | Number that can: 32<br>Number that couldn't: 0<br>Percentage that can: 100%                                                                         | Number that can: 25<br>Number that couldn't: 5<br>Percentage that can: 84%                                                                          |
| 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? | Yes, the children that did not meet the National Curriculum expectations did additional swimming sessions over the course of a half term.           | 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  |
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| <p>Hiring an external PE specialist (Premier Education – PE) to:</p> <p>Provide continual professional development to teaching staff from Year 1 to 6 to improve their teaching of dance.</p> <p>To offer additional sporting activities during lunchtime:</p> <ul style="list-style-type: none"> <li>Autumn: KS2</li> <li>Spring: KS1</li> <li>Summer: KS2</li> </ul> <p>To offer additional sports clubs after school for:</p> <ul style="list-style-type: none"> <li>Autumn 1: Years 5 and 6</li> <li>Autumn 2: Years 3 and 4</li> <li>Spring 1: Year 1 and 2</li> <li>Spring 2: Years 5 and 6</li> <li>Summer 1: Years 3 and 4</li> <li>Summer 2: Years 1 and 2</li> </ul> | <p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <p>Teaching staff's confidence and competence in the teaching of dance increases.</p> <p>The Tuesday lunchtime sports activity sessions will engage a wide range of children to be active.</p> <p>Tuesday after school sports clubs broaden the existing vision of 'PE' to bring to life a wider range of sport, skills and movement.</p> <p>Having a regular sporting role model presence weekly within school will inspire children to aspire to participate and succeed.</p> | <p>As per the PE planning progression documentation, dance will be taught by teaching staff.</p> <p>To move the teaching of dance towards outstanding.</p> <p>To develop 'Sports Leaders' within Years 5 and 6 to run their own lunchtime sports activities.</p> | £7500 |

| Action                                                                                                                                                                                                                                                                                                                                                                                                                                         | Key indicators                                                                                                                                                            | Impact - What                                                                                                                                                                                                                                                                                                                                                                                                                           | Sustainability – Futureproofing                                                                                                                                                                                                                                                                                                 | Cost |
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| <p>Hiring of external basketball coach (Jimmy ‘Jumpshot’ Smith) for after school coaching.</p> <p>To offer an additional sports club after school for:</p> <ul style="list-style-type: none"> <li>Autumn 1: Years 5 and 6</li> <li>Summer 2: Years 3 and 4</li> </ul> <p>Registration of playing in the 41st Annual Mini-Basketball Fixtures.</p> <p>To provide the children in Year 5 and 6 with a series of friendly basketball matches.</p> | <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p> | <p>Children will have a depth of knowledge about the sport of basketball.</p> <p>Children will learn and enhance a specific skill set which is transferable to other sports.</p> <p>Children have the opportunity to represent ‘Team Burford’ in a series of friendly competitive matches.</p> <p>Having globally successful sporting role model presence within school will inspire children to aspire to participate and succeed.</p> | <p>Children who have previously taken part in the basketball coaching sessions, and continue to do so in the next academic year, will become a role model and mini-basketball leader to new members on the team.</p> <p>Pupils engage with sports independently at lunchtimes and playtimes and/or outside of school hours.</p> | £700 |

| Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Key indicators                                                                                                                                                                                                                                                                                             | Impact                                                                                                                                                                                                                                                                                                                                                                                | Sustainability                                                                                                                                                                                                                                                                                                                                                                                 | Cost  |
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| <p>Purchase of new bikes and scooters for the Early Years Foundation Stage (both F1 and F2).</p> <p>To provide children with high quality and purposeful equipment to develop and meet the Early Learning Goals linked to Gross motor:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely</li> <li>• Demonstrate strength, balance and coordination</li> <li>• Move energetically</li> </ul> <p>To provide clear progression:</p> <ul style="list-style-type: none"> <li>- Trikes</li> <li>- Balance bikes</li> <li>- 3 wheeled scooters</li> <li>- 2 wheeled scooters</li> </ul> | <p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <p>Children will have access to high quality equipment and want to use them, therefore be more active.</p> <p>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.</p> <p>Children will have better gross motor skills, with a particular focus on balance and coordination and negotiating space.</p> | <p>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.</p> <p>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.</p> | £1300 |

| Action                                                                                                                                                                                                                                                                                                                                                                            | Key indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Sustainability                                                                                                                                                                                                                                                                                                                                                                                        | Cost |
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| <p>Purchase of Sports Day specific related equipment and resources.</p> <p>To provide children with high quality and purposeful equipment to engage children with the ethos of Sports Day.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Gold first</li> <li>• Silver second</li> <li>• Bronze third</li> <li>• Personalized participation stickers</li> </ul> | <p>Key indicator 1: The engagement of all 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>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p> | <p>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.</p> <p>Children will be exposed to a wide range of sports that come under the umbrella term of Athletics using the correct corresponding equipment.</p> <p>Children will strive to come in a medal winning position for their races on the day of Sports Day.</p> <p>Giving all children a chance to represent themselves, their class and school in low stakes friendly competition.</p> <p>Higher level of community engagement and support, with adult being invited to support and take part in their own races.</p> | <p>Pupils engage with sports independently at lunchtimes and playtimes and/or outside of school hours.</p> <p>Inter-class competitions happen within weekly PE lessons to increase friendly competition within children.</p> <p>Children become respectful sports people, understanding the meaning of winning and losing graciously, which will cascade onto the playground and into classrooms.</p> | £300 |

| Action                                                                                                                                                                                                                                                   | Key indicators                                                                                                                                                                                                                                                                                                                                                                                                      | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Sustainability                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Cost |
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| <p>Purchase of a new whole school scheme of work (Get Set 4 PE).</p> <p>To ensure that the teaching and learning of PE is of a consistent standard across school.</p> <p>To ensure that there are clear skills and sport progressions across school.</p> | <p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <p>Children will have designated time tabled weekly PE sessions that will form 1 hour of the recommended 2 hours of PESSPA.</p> <p>Children will engage in a range of skills and sports that are progressive over time.</p> <p>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).</p> | <p>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.</p> <p>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.</p> | £550 |

| Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Key indicators                                                                                                                                                                                                                                                                                             | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Sustainability                                                                                                                                                                                                                                                                                                                              | Cost  |
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| <p>Purchase of any top up/gap fill resources for everyday PE lessons.</p> <p>Purchase of any new equipment based on the new scheme of work that has been purchased.</p> <p>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</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Replace any equipment that is missing.</li> <li>• Replenish equipment that is broken.</li> <li>• Get new equipment that will be explicitly used.</li> <li>• Get some of new equipment that is recommended in the optional choices.</li> </ul> | <p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <p>Children will have access to high resources and equipment that is of high quality, of which they will want to use.</p> <p>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.</p> <p>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.</p> | <p>As per the PE planning progression documentation, PE lessons will be taught by teaching staff where teaching staff will use the new equipment.</p> <p>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.</p> | £6000 |

| Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Key indicators                                                                                                                                                                                                                                                                                | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Sustainability                                                                                                                                                                                                                                                                              | Cost  |
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| <p>PESSPA Enrichment days with external provider for all children across the school.</p> <p>To allow children to take part in a wider range of physical activities.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Zorbing</li> <li>- Nurf wars</li> <li>- Inflatable obstacle course</li> </ul> <p>To encourage children to seek additional physical activities outside of school.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Local clubs</li> <li>- Holiday camps</li> </ul> <p>To introduce the element of healthy competition in a fun and engaging way.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Last one standing in zorbing</li> <li>- Winning team in Nurf wars</li> <li>- Fastest over all time in an obstacle course</li> </ul> | <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p> | <p>Children will be exposed to a wide range of sports and activities that come under the umbrella term of physical activities.</p> <p>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.</p> <p>Children will strive to come in a winning position, both individually and as a team.</p> <p>Giving all children a chance to represent themselves and their team in low stakes friendly competition.</p> <p>Having a sporting role model presence within school will inspire children to aspire to participate and succeed.</p> | <p>Pupils engage with sports independently at lunchtimes and playtimes and/or outside of school hours.</p> <p>Children will look forward to other enrichment days over the coming years.</p> <p>Attendance for these days and on PE days will be higher as of the increased engagement.</p> | £1180 |

| Action                                                                                                                                                                                                                                                                                                                                                       | Key indicators                                                                                                                                                                                                               | Impact                                                                                                                                                                                                                                                                                | Sustainability                                                                                                                        | Cost        |
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| <p>Membership to professional bodies to develop PE leadership.</p> <p>To research different professional PE bodies that offer the support and resources that meets the needs of Burford and register with them, paying subscriptions and memberships if needed.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Youth Sports Trust</li> </ul> | <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>PE leader will have the most up to date information relating to PE.</p> <p>PE leader will pass on relevant updates, information and points of interest to teaching staff, providing continual professional development for all to ensure ongoing quality provision for pupils.</p> | <p>PE leader and teaching staff will be able to implement the knowledge, skills and understanding into PE lessons and activities.</p> | <p>£250</p> |

**Key achievements (2023-2024)**

Over the course of the academic year, the children and staff in years 1- 6 have worked alongside an external PE provider (Premier Education – PE) to have a high-quality dance 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 to enable them to develop tier skills within the teaching of dance to their specific year group.

The up take 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 basketball, ultimate frisbee, archery, fencing, tri-golf, boccia and multi-skills for children in Years 1-6, provided by an external PE provider (Premier Education – PE).

Burford has achieved the 'Gold' School Games Mark award for our commitment, engagement in the School Games for 2023/24, previously achieving 'Silver' in the previous academic year.

**Next Steps – Even Better Ifs**

| Activity/Action                                                                    | Impact                                                                                 |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| To implement the new scheme of work (Get Set 4 PE).                                | To ensure that a consistent level of teaching and learning is happening across school. |
| To evaluate the effectiveness and impact of the new scheme of work (Get Set 4 PE). | To ensure that the scheme of work is the best fit for Burford.                         |
| To quality assure the new 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 | 17.07.2024 |
| Head teacher:   |                  |                  |            |
| Governor:       |                  |                  |            |