



**Sports Premium  
Report  
2022-2023  
Breckon Hill Primary  
School**



## Introduction

This document is a statement of the aims and principles of the use of Sports Premium funding at Breckon Hill Primary School including a breakdown of the allocation of the funding for 2022-2023

## Aims

We use the Sports Premium funding to:

- Give every child a sporting start in life through high quality PE and sport in primary school;
- Ensure all young people have a sporting chance by developing opportunities for those with special educational needs and disabilities;
- Support all young people to achieve their sporting best in school

## Objectives

- Our Sports Premium budget is allocated to achieve the following objectives which support our aims.
- To continually improve the provision in PE and sport within the school's curriculum for Physical Education.
- To access training and make use of qualified expertise to support high quality teaching and learning.
- To encourage and engage all pupils in the participation of PE and sport.
- To raise standards of achievement in PE and sport for all pupils.
- To ensure an increased awareness of health and well-being and nurture a commitment to sport and physical activity.
- To continue to complement the curriculum by offering a range of traditional and new, alternative sporting activities before, during and after school.



## Details with regard to funding

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£20,420.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£596.91
Total amount allocated for 2022/23	£20,580
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£21,176.91

## Swimming Data

Meeting national curriculum requirements for swimming and water safety.

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.

**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**

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

20.5%

**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.

Please see note above

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

20.5%

Please see note above

**What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?**

20.5%

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?

**Yes**

## Action Plan and Budget Tracking

Academic Year: 2022/23		Total fund allocated: £21,250.00		Date Updated: 14.07.2023	
<p><b>Key indicator 1:</b> 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>					Percentage of total allocation:
					47%
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:
<ul style="list-style-type: none"> <li>Provide children with a wider variety of resources to engage them in physical activity during break and lunch times.</li> </ul>	<ul style="list-style-type: none"> <li>All classes to access 15-minute afternoon break. In addition to 15-minute during the morning and lunch.</li> <li>Communicate with staff the resources which we have available to implement.</li> <li>Purchasing a variety of equipment such as a balls of different sizes, soft toss discs, numbered and symbol cones and outdoor mats for target practice.</li> <li>Purchase balancing equipment for children to develop core strength and balance.</li> </ul>	<p><b>1085.87</b></p> <p><b>501</b></p> <p><b>237</b></p>	<ul style="list-style-type: none"> <li>Teachers have noted that behaviour in the class room has significantly improved due to children having additional break times on an afternoon alongside participating in regular active blasts.</li> <li>Children have experienced a variety of dance styles through the online resources.</li> <li>Teachers have noticed improved fitness levels during the 10-minute active bursts.</li> <li>Children have an increased level of motivation to participate in short bursts of physical activities.</li> </ul>		<ul style="list-style-type: none"> <li>Continue to adapt and incorporate new and engaging resources within our loose parts area to encourage endless play/ physical activity.</li> </ul>
<ul style="list-style-type: none"> <li>To expand opportunities and ensure pupils undertake 30 mins of activity a day within school.</li> <li>Ensure children can become active with activities that encourage a range of physical activities offered.</li> </ul>	<ul style="list-style-type: none"> <li>Develop use of school grounds with training from NE Wellbeing teacher. Teacher works with small groups of 15 with school staff member in attendance.</li> </ul>	<p><b>5849</b></p>	<ul style="list-style-type: none"> <li>The loose parts area on the playground has engaged children, particularly those who are not as competitive. Children have learnt how to use the equipment in different ways and are developing their ideas. Teachers have noticed children speaking and communicating more with their peers in the loose parts area and providing children with an area to play imaginatively whilst also being physically active is then having a positive effect on</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>

			behaviour and attitudes.	
<ul style="list-style-type: none"> <li>Establish playground leaders within school to support younger children with games during play times.</li> </ul>	<ul style="list-style-type: none"> <li>A team of playground leaders are to be chosen, a timetable for these children to be on the yard put in place. Squeeze whistles, tabards and lanyards with games attached for children to choose from.</li> </ul>	Included in above	<ul style="list-style-type: none"> <li>Positive attitudes towards play- older and younger children learning form and playing with each other.</li> </ul>	<ul style="list-style-type: none"> <li>Playground leaders to attend training through the SGO in the next academic year.</li> <li>Playground leaders chosen from Y5.</li> </ul>
<ul style="list-style-type: none"> <li>Participate in the Creating Active School's Pilot study throughout this academic year.</li> </ul>	<ul style="list-style-type: none"> <li>PE subject leader to attend the CAS network meetings. Develop an idea for increasing PA within school and pitch this idea to a 'dragons den' as part of the CAS study. (Bid for a loose parts area was approved and funded for separately to the PESSPA funding).</li> <li>Moki bands to be used across KS2 to engage children, raise awareness of who is achieving the 30 minutes and who is not being physically active.</li> </ul>	£0 (CAS study)	<ul style="list-style-type: none"> <li>Through the use of Moki bands, Staff are aware of the children who need to engage in more physical activity and these children are being targeted during play and lunch times to increase their participation.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with the CAS framework into the next academic year.</li> </ul>

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:  
0.20%

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:
<ul style="list-style-type: none"> <li>Provide younger children with role models in school who are demonstrating and engaging with games and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Playground leaders to be visible on the playground at the correct times for our younger children.</li> </ul>	0	<ul style="list-style-type: none"> <li>Through the training received staff have a wide variety of lessons which incorporate physical activity. This means that the children are engaged with their learning whilst also being physically active. Behaviour and attitudes within the classrooms are improving.</li> <li>Continue with developing playground leaders and establishing these children as positive role models in school.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with CAS framework into next academic year.</li> <li>Sharing good practice and celebrating success of active lessons within teams/ across school.</li> </ul>

<ul style="list-style-type: none"> <li>Participate and engage with the CAS framework and pilot study throughout the academic year to raise the awareness of the importance of physical activity and the impact this can have on learning and development.</li> </ul>	<ul style="list-style-type: none"> <li>CAS training to raise the awareness around the importance of physical activity, active learning and being a good role model to our children.</li> <li>Questionnaires, assemblies, parents evening to be used as opportunities to engage with these groups and develop their understanding of the importance of being physically active.</li> </ul>	0 (as part of the pilot study)	<ul style="list-style-type: none"> <li>Children are also aware of the importance of physical activity on their bodies and also how this effects their learning/ brain development.</li> </ul>	<ul style="list-style-type: none"> <li>Embed active learning as part of school day and classroom routine.</li> </ul>
<ul style="list-style-type: none"> <li>Increase active learning across the curriculum and raise level of physical activity through engaging activities, adventure and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>NE Well being engagement</li> <li>Purchasing action mats to be untiled throughout the school day, on the playground and in the hall.</li> </ul>	Funding reported above. 895.00	<ul style="list-style-type: none"> <li>Celebrating physical activities/ competitions within assemblies and awards ceremonies and on communications with families.</li> <li>Progress has been positive in areas developed this year.</li> <li>KS1 and EY parents have attended information mornings to learn about the importance of being regularly physically active.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure active curriculum offer continues to be strengthened through new experiences for children.</li> </ul>
<ul style="list-style-type: none"> <li>Engage with staff, children and parents the importance of physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Work with CAS to develop action plans and measure progress</li> </ul>	0		<ul style="list-style-type: none"> <li>Make further links with community involvement and engaging parents in the wider opportunities for children to become active and see sport as part of daily life.</li> </ul>
<ul style="list-style-type: none"> <li>children and staff can access the equipment they need when participating in physical activity sport.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a tidy and organised environment through purchase of trolleys for resources and equipment.</li> </ul>	863.94	<ul style="list-style-type: none"> <li>Resources are well looked after and cared for. Children can access resources independently.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				0.44%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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	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:

consolidate through practice:					
<ul style="list-style-type: none"> <li>Upskill and develop the subject leaders understanding of School Games Mark, active learning and managing the playground effectively.</li> </ul>					
<ul style="list-style-type: none"> <li>Engage with the creative active school pilot study and through this receive whole school CPD.</li> </ul>	<ul style="list-style-type: none"> <li>PE conference attended by HT and PE subject leader.</li> <li>Both Teachers, TA's and SLT are to receive CPD around the importance of being physically active and the importance of children developing physical literacy.</li> </ul>	95.00	<ul style="list-style-type: none"> <li>PE subject leader has increased their knowledge of the school games mark and understands the difference with each award. Knowledge on what needs to be done within school has increased and steps are being taken to ensure we continue to progress with our school games mark in future years.</li> </ul>	<ul style="list-style-type: none"> <li>AfPE level 6 qualification for PE subject leader.</li> </ul>	
<ul style="list-style-type: none"> <li>Teachers leading one lessons of PE per week, where possible.</li> </ul>	<ul style="list-style-type: none"> <li>CPD course organised for active learning.</li> </ul>	<b>0 (supported school training through CAS pilot study)</b>	<ul style="list-style-type: none"> <li>Understanding and awareness of physical literacy has been raised within school.</li> </ul>	<ul style="list-style-type: none"> <li>Balance bike/ bike ability CPD</li> </ul>	
<ul style="list-style-type: none"> <li>TA's to also attend PE lessons and support with learning whilst also observing sports coach/ teacher.</li> </ul>	<ul style="list-style-type: none"> <li>TA's across school are to take an active role within PE, support those children who are less active/ less able.</li> </ul>		<ul style="list-style-type: none"> <li>Increased level of active lessons which are engaging for students. Staff have a wider variety of resources and activities to utilize within lessons. Dice breaks, active maths, active</li> </ul>	<ul style="list-style-type: none"> <li>Continuing with CAS framework and receiving support from provider (TR/CT)</li> </ul>	
<ul style="list-style-type: none"> <li>Sharing good practice through model lessons, team teaching of PE</li> </ul>	<ul style="list-style-type: none"> <li>CPD for SLT and PE subject leader for monitoring through the CAS framework</li> <li>Online portal to CAS framework</li> </ul>				

			registers are now being used daily.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 5755.3
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	27%
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:
<ul style="list-style-type: none"> <li>Provide children with a broad range of sporting activities and experiences to participate in over the course of the year.</li> </ul>	<ul style="list-style-type: none"> <li>Sports week provided children with opportunities to participate in additional sports and activities which are different to that covered within the PE curriculum.</li> </ul>	<b>4115.00</b>		
<ul style="list-style-type: none"> <li>Provide additional children with opportunities to attend splash and play swimming lessons to allow for them to gain confidence in water prior to beginning KS2 swimming lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Year2, 3 &amp; 4 have attended a course of swimming lessons (splash and play) over a 2-week period.</li> </ul>	<b>9283</b> Through school budget	<ul style="list-style-type: none"> <li>Many children had never been swimming before and this experience allowed for them to gain confidence in water, some children also began to learn some basis skills when swimming and</li> </ul>	

			were beginning to swim short distances. Children are prepared for KS2 swimming lessons in the following academic year.	
<ul style="list-style-type: none"> <li>Provide children with new experiences within sport through attending venues where specific sporting activities can be participated in</li> </ul>	<ul style="list-style-type: none"> <li>External companies to provide children with experiences within school which are new and engaging for children, cup stacking, boxercise, multi sports.</li> </ul>	<p>240</p> <p>1050.30</p> <p>240.00</p> <p>350.00</p>	<ul style="list-style-type: none"> <li>Children were inspired and engaged in the different activities which they had not experienced before. This allowed for them to access sports and skills which are different from their day to day physical activities and experiences</li> <li>Children engaged in these new activities and enjoyed participating in a new sport. This allowed for them to develop skills which were different from their day to day experiences and also encouraged them to seek further experiences like this outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Establish after school and lunch time clubs which link to some of the sports/ activities children enjoyed (cup stacking).</li> <li>Continue to reach out to other agencies for more variety within sports week.</li> </ul>

<b>Key indicator 5: Increased participation in competitive sport</b>			Percentage of total allocation:
			23%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	

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:
<ul style="list-style-type: none"> <li>Continue gymnastics after school club to increase our access to competitive competitions.</li> </ul>	<ul style="list-style-type: none"> <li>HLTA and teacher to support to give coaching, both have experience teaching Gymnastics outside of school in gym clubs.</li> </ul>	0	<ul style="list-style-type: none"> <li>Children have been coached this year although not yet confident to enter into competitions.</li> </ul>	
<ul style="list-style-type: none"> <li>Engage more children with intra competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the school continues to buy into local school partnerships and can support children in attending.</li> </ul>	1000 3,880	<ul style="list-style-type: none"> <li>Children have enjoyed taking part in school events with other schools locally.</li> <li>One child went through to county level for cross country.</li> <li>Successes were reported on the school monthly newsletter.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to attend inter events in the next academic year.</li> <li>Continue to host own events within school.</li> <li>Establish intra competitions at the end of PE units in KS2.</li> </ul>
<ul style="list-style-type: none"> <li>More children to attend competitions held by SGO.</li> </ul>	<ul style="list-style-type: none"> <li>Sports coach to build in training sessions leading up to competitions</li> <li>Resource athletics PE lessons with suitable equipment and utilize this in after school clubs and intra competitions. Hurdles, long jump mat, discus,</li> <li>Weekly after school clubs for all year groups.</li> </ul>	0	<ul style="list-style-type: none"> <li>An emphasis has been placed on participation this year and children have enjoyed taking part in various events.</li> </ul>	<ul style="list-style-type: none"> <li>Make links with other schools in our new academy to organise competitions prior to attending events organised by SGO.</li> </ul>

<ul style="list-style-type: none"> <li>Prepare children for competitions through teaching in PE lessons. Allow children to receive ample opportunities to practice skills and games before attending competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Many competitions attended through Middlesbrough Schools' Partnership, especially in the Summer term. Detailed on school newsletters to parents.</li> </ul>	<p><b>4,880</b></p>	<ul style="list-style-type: none"> <li>Children have gained confidence when performing in intra and inter competitions as they have experienced many of the events prior to attending.</li> <li>Children are engaging with competitive sports both inside and outside of school.</li> <li>Children are sharing their experiences with others in school and positive discussion is being engaged in.</li> <li>Children are developing a positive attitude towards both winning and losing and are additionally showing great sportsmanship at all events.</li> </ul>	<ul style="list-style-type: none"> <li>Gather children's voice after competitions (kobaco)</li> </ul>
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Signed off by	
Head Teacher:	Joanne Smith
Date:	14.7.23
Subject Leader:	Abbey Fisher
Date:	14.7.2023