

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 funding make additional and sustainable improvements must use the 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:

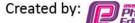
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects: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

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. Df Een courages 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.

Text in green is provision through the Brigshaw Learning Partnership PE and Sport offer. This is 30% of our PE and Sport premium spend. Text in blue is our individual primary school work

Total amount carried over from 2021/22	£500
Total amount allocated for 2021/22	£12,500
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£12,500
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 12,500

Swimming Data

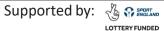
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised 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?	76%
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]? Please see note above	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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













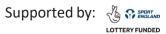
Action Plan and Budget Tracking

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:	Date Updated:]
Key indicator 1: The engagement of grimary school pupils undertake at least	Percentage of total allocation: %			
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:
Increase pupil activity time through the school day from pre-school to after school club to move towards 30minutes activity per day	Provision of targeted after school sports clubs to engage hard to reach/inactive pupils Playleader training for pupils to run structured activity during break and lunch times. Provision of cycling taster day and cycling competition day Skipping school deliverered skipping workshops to year four and year two in preparation for festivals, but also using this as a springboard for skipping at break and lunches using ropes from last year's programme.	Part of the 30% invested in the Brigshaw Learning Partnership PE & Trust offer.	Planned Impact All pupils are more active during the school day. Registers of attendance	Use of skipping ropes left from last year's skipping festival to encourage break time activity. Continue with play leader programme
	Enrichment clubs Arrange after school enrichment club programme for the year with a range of different sports Pupil survey to find out what extra clubs the pupils would like Identify pupils who aren't engaging in after	£2000	Planned Impact All pupils are more active during the school day.	Pupils active more at playtimes and lunchtimes - continue to resource active playtime and lunchtimes - liaise with school council over what resources are required to maintain this. Sports Leader Led clubs – good take up from KS1 and y3 pupils – continue











school sports and activity and invite directly to before and after school clubs and engage with parents. Brain break activities throughout the day. Playtime boxes and resources to promote active playtimes – to be used by play leaders and lunchtime staff. Premier Sport provide coach-led sports for 45 minutes at lunchtimes three times a week which is open to all children.			to train sports leaders and run clubs in the next academic year. Children from Y4 and Y2 participating in a trust wide competition for skipping – some children having never skipped before and are now engaging in skipping at break times.
A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
			%
Implementation		Impact	
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:
'PE and Sport Offer booklet' that details the intent and implementation of PE & Sport across the BLP. Use of sports competitions and sports festivals to develop pride in representing school. all pupils in year 2, 4,5,6 will have represented their school at least once in an interschool sports competition with opportunity for other year groups and opportunity for further regular involvement Provision of High Quality PE checklist to improve to create creative and reflective learners as well as leaders.	Part of the 30% invested in the Brigshaw Learning Partnership PE & Trust offer.	engagement of all students is celebrated.	These strategies can be used by all staff and encouraged by the PE lead. To keep it sustainable a refocus on the strategies will be needed.
	directly to before and after school clubs and engage with parents. Brain break activities throughout the day. Playtime boxes and resources to promote active playtimes – to be used by play leaders and lunchtime staff. Premier Sport provide coach-led sports for 45 minutes at lunchtimes three times a week which is open to all children. A being raised across the school as a to limplementation Make sure your actions to achieve are linked to your intentions: 'PE and Sport Offer booklet' that details the intent and implementation of PE & Sport across the BLP. Use of sports competitions and sports festivals to develop pride in representing school. all pupils in year 2, 4,5,6 will have represented their school at least once in an interschool sports competition with opportunity for other year groups and opportunity for further regular involvement Provision of High Quality PE checklist to improve to create creative and reflective	directly to before and after school clubs and engage with parents. Brain break activities throughout the day. Playtime boxes and resources to promote active playtimes – to be used by play leaders and lunchtime staff. Premier Sport provide coach-led sports for 45 minutes at lunchtimes three times a week which is open to all children. A being raised across the school as a tool for whole school are linked to your intentions: Implementation Make sure your actions to achieve are linked to your intentions: PE and Sport Offer booklet' that details the intent and implementation of PE & Sport across the BLP. Use of sports competitions and sports festivals to develop pride in representing school. all pupils in year 2, 4,5,6 will have represented their school at least once in an interschool sports competition with opportunity for other year groups and opportunity for further regular involvement Provision of High Quality PE checklist to improve to create creative and reflective	directly to before and after school clubs and engage with parents. Brain break activities throughout the day. Playtime boxes and resources to promote active playtimes – to be used by play leaders and lunchtime starf. Premier Sport provide coach-led sports for 45 minutes at lunchtimes three times a week which is open to all children. A being raised across the school as a tool for whole school improvement Implementation Impact Funding allocated: PE and Sport Offer booklet' that details the intent and implementation of PE & Sport across the BLP. Use of sports competitions and sports festivals to develop pride in representing school. all pupils in year 2, 4,5,6 will have represented their school at least once in an interschool sports competition with opportunity for other year groups and opportunity for further regular involvement Provision of High Quality PE checklist to improve to create creative and reflective













success.	alo	ong with 200 parents. PE leaders and	
saccess.		ead teachers also present.	
Provision of activities in Key indicator 1 to		ommunity engagement and profile of	
improve health of pupils leading to more		E and Sport raise	
focused minds at key points in the school		1	
day.			
Playleader training for pupils to run activity			
during break times.			
during order times:			
Sports awards evening for all BLP schools.			
Celebrating successes / commitment			
8			
Provision of activities in Key indicator 5 to			
allow pupils to re-engage with school sport			
and the wider community.			
Targeting of less active / less engaged			
pupils to increase their involvement in the			
'life of the school' through specialist after			
school clubs (alternative sports)			
Development of key words and correct		ocoming events display in the hall to	
terms within PE when self and peer		ow all pupils inter and intra school PE	
assessment takes place.	орр	portunities during the school year.	
Upcoming events display in the hall to		00% of KS2 children self-evaluate	
show all pupils inter and intra school PE		explain what they are good at, where	
opportunities during the school year.		ney need to improve and what they	
W CG (E) 11 WGG		eed to do in order to improve) after PE	
Use of Sport Ed model across KS2 to		essons using the Bronze, Silver and fold being a PE learner posters	
promote leadership opportunities for all		isplayed in the hall.	
children and to support school values.	ui.	isplayed in the half.	
Upcoming events display in the hall and via	100	0% of pupils to take part in whole	
Class Dojo to show all pupils inter and intra		hool celebrations, reviewing their	
school PE opportunities during the school		volvement in PE, Sport and Health	
		tivities within school and across the	
year		ust to raise profile of PE and	
		mpetitions within school. 12 children	
	sele	lected for further inter-school	
		proved oracy and improve use of key	
		minology and increased vocabulary	
		thin PE lessons. Pupils able to explain	
	wn	nere they need to improve and what	













		Pupils de teamwor	develop leadership skills and ork skills. Confident pupils who ride in their achievements	
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Key indicator 3: Increased confidence	, knowledge and skills of all staff in to	eaching PE and sp	port	Percentage of total allocation:
Intent	Implementation		Impact	70
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:
Provide high quality PE lessons Improved quality of PE within school to develop competence and confidence of pupils. To have clear progressive long term schemes of work. To develop pupils basic movement literacy To provide challenge to more able students	Access to a shared online resource of lesson exemplars. Including the use of Sport Education' in lessons Provision of brand new simple High Quality PE checklist (based on 2022 Ofsted review) for PE leaders to use to aid monitoring and development of PE lessons. PE leader meetings with BLP PE lead to discuss PE curriculum planning in each school and 'learning journeys' from KS1 into KS2 and through to high school. PE curriculum Planning and support meetings for PE leaders to help with the development of PE and Sport Half termly PE leader meetings to provide support and guidance for PE leaders to discuss / share / support good practice. Joint observations, team teaching, joint	invested in the Brigshaw Learning Partnership PE & Trust offer.	Planned Impact Improved staff confidence in delivering PE and ability to challenge more able and support developing students. Schools develop and are aware of their intent, implementation and impact of their PE curriculum PE leaders up to date with latest guidance and initiatives through membership of professional bodies Staff are aware of how certain activities progress over the key stages and have a variety of activities they can use to challenge students at different levels & ages. Staff are aware of and know the importance of delivering fundamental movement skills at an early age. Evidence will be in the form of:	Development of staff confidence in delivery of PE Increased PE leader's confidence in the development of HQ PE within school. Next steps are to identify and plan to CPD for next academic year – survey staff to assess need and demand.













Membership of AfPE Access to AfPE online CPD including amongst others live webinars on high quality PE, Physical Literacy, and Health and safety within PE.	Assessment records of staff to show pupil progress. PE leader observations Joint 'drop ins' with PE leader and Learning Partnership PE Coordinator. Drop in feedback sheets	
Purchase / Renewal of subscription with primary PE planning to allow access to individual sequential lesson plans and videos. Use of specialist staff delivering PE lessons, and staff observing to develop their knowledge. Attended PE leader meetings. Arrange joint observations with Brigshaw Learning Partnership (BLP) PE lead/Adam Palmer (Premier Sport) Use of quick wins to encourage staff to show high quality 'basics' in PE. Based on 2012 Ofsted report. PE leader will have half termly meetings with staff delivering PE to discuss provision	videos. Non specialist staff can learn how best to deliver specific sports skills via the videos and 'teaching points' within lessons.	













Key indicator 4: Broader experience o	Percentage of total allocation:			
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:
Provide a broad range of sports and activities to engage all pupils within school making sure we are addressing disadvantaged, girls & inactive pupils.	Provision of Cycling taster sessions and cycling competitions with pro ride during school day for a full year group. Provision of skipping workshops within school for all year two and year four, and access to BLP skipping festival Year 3,4,5,6 have two opportunities to access an inter school cross country competition. Access to Leeds and West Yorkshire school games cross country competition. Provision of dance in a day project. Provision of sports competitions in netball X 5 tournaments, football X 2 tournaments, tag rugby, athletics X 2 tournaments, paralympics, multi skills, X 2 events, badminton, sportshall athletics, handball, dodgeball, rounders The BLP offer covers all year groups from year 1 to year 6 in a wide range of sports. Targets all pupils Provision of 6 weeks of after school clubs with an external coaching agency with a focus on alternative sports and targeting	invested in the Brigshaw Learning Partnership PE & Trust offer. 25%	All pupils experience a wide range of sports and physical activity both within the curriculum, after school clubs and sports competitions. Development of cultural capital. Pupils enjoy PE and Sport and have experience of a range of activities.	Roll out a similar competition calendar for next academic year now that staff and pupils are engaged in wanting to compete for school. Plan competition calendar for next academic year – add and or change events to engage a wide range of students.













less active pupils – activities such as tchoukball, fencing, archery, ultimate Frisbee. Girls only sports events for year 5 and 6 girls – focus on Gymnastics and Basketball			
Arrange cycling, dance, and skipping workshops with external agencies. Identify hard to reach pupils and invite to after different sports clubs / activities / events to engage all pupils. PE leader to review current sports Trial a sports coach is available every lunch time for both KS1 and KS2 PE leader to use student voice to identify sports and activity preferences of pupils. Provision of after year long after school enrichment clubs through Premier Sport to widen the range of activities. These include fencing, archery and tchoukball including an increased provision for KS1. A broad range of activities taught within the PE curriculum – including. After school dance and sports clubs arranged with Castleford Tigers Foundation After school football clubs arranged with leeds united	(part of the premier price below)	All pupils in KS1 and KS2 given access to new sports activity beyond normal lessons – inactive children targeted and personal invites given. Pupils enthused by sport and given the chance to find a sport and activity that they enjoy. Registers of pupils attending events/clubs Planned Impact Children will be enjoying a range of sports, competitions and	Sessions to be revisited by Premier Sport next year and several sports shall be chosen for children to try. Continue to review sessions taken in after- school / lunch time clubs where appropriate. Tchoukball club delivered by Premier Sports to replace Olympic Week for inactive / Sports coach available very lunch time for KS1 and KS2













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				%
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:
To allow all pupils opportunity to represent the school in inter school competitive sport from year 1 to year 6. To develop further opportunities through intraschool sport	Big Sports day for all year 4,5,6 pupils covering handball, tag rugby, dodgeball, athletics, relay races. Provision of inter school competitions and festivals in Netball X 5 Football X 2 Tag Rugby X1 Skipping X 2 Cross Country X 2 Sportshall athletics X 2 Rounders X1 Multi Skills X 2 Badminton X 1 Dance X 1 Girls only sports sessions in each school engage girls in sports competition.	invested in the Brigshaw Learning Partnership PE & Trust offer.	All pupils from year 1 to year 6 were able to access the competitions. All pupils in years 2,4,5,6 represented their school in an inter school sports competitions.	wanting to compete for school. Plan competition calendar for next academic year – add and or change events to engage a wide range of students.













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To plan intra school competiti	ion to link to	Pupils have opportunity to compete	Continue children's enthusiasm
the PE topic.		within their PE lessons	towards Sport by allowing them
Representation in additional c	competitive	Planned Impact Pupils will enjoy	to participate alongside others at
sports e.g. Leeds City Cross-C		competition and want to join more events.	Trust wide events like this.
The Great Big Dance Off		, , , , , , , , , , , , , , , , , , ,	Continue to encourage children
		Pupils may find something new they	to compete in and out of school
Arrange transport, attendance		enjoy and want to continue. Pupils are	and sharing their achievements
involvement in partnership an	d external £300	allowed to experience a broader range of	allowing them to imagine the
sports competitions		activities and compete in these.	possibilities.
School kits introduced to raise		The Evidence will be: – Registers for	
and status of those taking part	: football,	events and no. of pupils attending –	
dance, hoodies, netball.		Comparison to previous years—Pupil,	
'Get Up & Go' day held invol	lying a range	staff and parent voice	
of different competitive sports		100% of children from Y1-6 have	
or different competitive sports		taken part in at least one intra-school	
		competition.	
		competition.	
		100% of children from Y1-Y6 have	
		taken part in at least 4 competitive	
		sporting events such as athletics	
		(running, jumping and throwing).	
		100% of children from Y3-Y6 taken	
		part in at least 6 competitive sporting	
		events such as cross country,	
		gymnastics, athletics, netball,	
		rounders, dance. Continue children's	
		enthusiasm towards Sport by	
		allowing them to participate	
		alongside others at Trust wide events	
		like this. Continue to encourage	
		children to compete in and out of	
		school and sharing their	
		achievements allowing them to	
		imagine the possibilities. Created by:	
		Supported by: Full day Sports Day	
		(KS1 – am, KS2 -pm) involving a range	
		of different competitive sports.	













	Increased pride of children in taking part in intra school competitions. 100% of Y2/3 and Y4/5 classes attended Brigshaw Trust skipping competition.	
	80% of Y4/5 attended the Dance in a Day at Brigshaw High School	

Signed off by		
Head Teacher:	M Cahill	
Date:	2023	
Subject Leader:	Gavin Parkinson BHS leader/Lisa Parrish/Mark Cahill	
Date:	2023	
Governor:	Phil Cook	
Date:	2023	











