

Bishop Bridgeman Sport Premium Allocation 2024/2025

Summary information					
School	Bishop Bridgeman CE Primary School			Date	July 2025
Academic Year	2024/2025	Total Sport Premium budget	£19,550.00	Total number of pupils	491
Current attainment					
			% Summer 2025	% 2023/2024	
% swimming competently, confidently and proficiently over a distance of at least 25			11%	17%	
% using a range of strokes effectively			11%	17%	
% perform safe self-rescue in different water based situations			11%	17%	
Barriers to pupils progress in physical education					
Academic barriers					
A.	Limited experience of a range of sports or activities.				
B.	Regular engagement in physical activity.				
C.	Attainment in swimming, many pupils have not experienced swimming prior to school.				
Additional barriers <i>(issues which also require action outside school)</i>					
D.	Participation in competitive support outside of school				
Intended outcomes					
A.	Increased engagement for all pupils in regular physical activity				
B.	Profile of PE and sport raised across school as a tool for whole-school improvement				
C.	Increased confidence, knowledge and skills of all staff in teaching PE and sport				
D.	Broader experience of a range of sports and activities offered to all pupils				
E.	Increased participation in competitive sport				

Success Criteria

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Criteria	Evidence	Autumn Evaluation	Spring Evaluation	Summer Evaluation
Increase in % able to swim confidently at least 25 metres at EOKS2.	Swimming data PE coordinator reports			Children have gained confidence in the water and some experienced or the first time. They have also been provided with information on where and how they can access swimming opportunities to further develop their skills.
Increase in % able to use a range of strokes effectively at EOKS2.	Swimming data PE coordinator reports			Children have been able to develop a range of different strokes and given opportunities to practice them.
Increase in % able to perform safe self-rescue at EOKS2.	Swimming data PE coordinator reports			Parents have been provided with guidance on how to take their child swimming, along with information about their child's current swimming abilities.
<p>Increase in % of children achieving above age related expectations in P.E</p> <p>Increase in % attaining ARE in all year groups.</p>	P.E data PE coordinator reports Internal data Governor reports	<p><u>Strengths</u></p> <ul style="list-style-type: none"> In majority of year groups 80% of pupils are achieving the expected standard. Disadvantaged pupils are achieving at least in line with other pupils in the majority of year groups. In Year 1 and 3 more than 90% of learners achieved the expected standard or above. 	<p><u>Strengths</u></p> <ul style="list-style-type: none"> Across most year groups, 80% of pupils are achieving the expected standard, with considerable improvement in Year 4 attainment. Pupil conferencing indicates that pupils can articulate their learning and understand the steps needed to improve. Greater depth attainment has increased in Years 2 and 3. Monitoring confirms that adaptive teaching is 	<p><u>Strengths</u></p> <ul style="list-style-type: none"> High Attainment Across Year Groups: In the majority of year groups, over 80% of pupils are achieving at or above the expected standard. 90% of pupils in Key Stage 1 are achieving the expected standard. 23% of Year 3 SEND pupils are working at greater depth within the curriculum. PE Curriculum Implementation: The five-part model has been

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		<p><u>Areas for improvement</u></p> <ul style="list-style-type: none"> • Increase the number of pupils achieving the greater depth standard in depth. • Increase in the percentage of children achieving the expected standard in Year 4. • Increase in the percentage of SEND children achieving the expected standard. <p><u>Focus for Monitoring</u></p> <ul style="list-style-type: none"> • Adaptive teaching strategies being used in lessons – with particular focus on challenging all pupils. • Monitor the use of head, heart, hands visuals technique during input for explicit instruction. • Check subject knowledge of teachers within particular units of P.E. <p><u>Implications for teaching</u></p>	<p>embedded in all lessons. Disadvantaged pupils are performing at least in line with their peers in the majority of year groups.</p> <hr/> <p><u>Areas for Improvement</u></p> <ul style="list-style-type: none"> • Further increase the number of pupils achieving the greater depth standard across all year groups. • Fully embed the five-part lesson structure into all P.E. lessons. • Explore a P.E. scheme that includes video resources to enhance teacher CPD and lesson support. <hr/> <p><u>Focus for Monitoring</u></p> <ul style="list-style-type: none"> • Continue to monitor the implementation of adaptive teaching strategies in P.E. lessons. • Track the consistent use of the five-part lesson model across all P.E. teaching. • Monitor the lessons to ensure opportunities for challenge for pupils working 	<p>successfully embedded into P.E. lessons, with a clear focus on key elements such as 'Activate' and 'Retrieve'.</p> <hr/> <p><u>Areas for Improvement</u></p> <ul style="list-style-type: none"> • Raise Attainment at Greater Depth: Increase the number of pupils achieving the greater depth standard across all year groups. • Embed New PE Scheme: Implement and embed a new PE scheme of work with a focus on progressively building physical skills and applying them in a range of contexts. • Enhance Staff Expertise: Develop teachers' subject knowledge and confidence in delivering high-quality dance and gymnastics lessons. <hr/> <p><u>Focus for monitoring</u></p> <ul style="list-style-type: none"> • Implementation of New PE Scheme: Monitor the delivery of the new scheme of work, with particular attention to teacher modelling and
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		<ul style="list-style-type: none"> • Staff meeting focusing on adapting a lesson for all learners and using the head, heart and hand technique of learning. • All teachers to receive CPD from P.E coach to ensure that the lesson is skill based and meets the needs of all learners. • -Adaptive teaching strategies to be implemented to improve SEND attainment. 	<p>towards the greater depth standard.</p> <hr/> <p><u>Implications for Teaching</u></p> <ul style="list-style-type: none"> • Instructional coaching will be provided to help teachers effectively challenge all pupils, with a particular focus on those working towards greater depth. • Staff will receive CPD on the five-part lesson model, with an emphasis on practical application in P.E. lessons. 	<p>demonstration of key skills.</p> <ul style="list-style-type: none"> • Challenge for Greater Depth: Evaluate how pupils are being appropriately challenged within lessons to support increased attainment at the greater depth standard. • Consistency of the Five-Part Model: Monitor the consistent implementation of the five-part model within P.E. lessons, ensuring key components such as 'Activate' and 'Retrieve,' 'apply' are embedded and effectively. <p><u>Implications for Teaching</u></p> <ul style="list-style-type: none"> • Coaching: A specialist coach will support teachers in delivering high-quality gymnastics and dance sessions. • Focused CPD: Teachers will receive continuing professional development (CPD) to ensure confident and effective implementation of the new PE scheme of work.
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Increase in the number children being active at playtimes/lunch times and completing the daily mile.	Pupil conferencing Monitoring	<p>Different activities and equipment available at lunch time for children.</p> <p>Complete conferencing of the different sports and equipment that children would like to see available.</p>	<p>Pupil conferencing shows pupils are engaging in a range of activities at lunch time. New equipment has been introduced and a sport coach outside organising activities.</p> <p>Continue to embed playleader activities and add new equipment to lunch times.</p>	<p>Monitoring shows children have increased opportunities to engage in physical activity.</p> <p>P.E coach has been used to increase the number of children who are physically active at lunch times.</p>
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Increased Engagement	Planned Expenditure						
	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Sustainability	Staff lead	When will you review implementation?
	Breakfast Club £3990	<p>Children to have increased opportunities to be active throughout the school day.</p> <p>To promote a healthy lifestyle for children and additional opportunities for children to complete exercise.</p> <p>Children will be active in school and having a positive start to the day.</p>	<p>Chief medical officer guidelines recommend all children engage in at least 60 minutes of physical activity a day.</p> <p>Provide extracurricular activities for children to enable them to access sporting more activities.</p> <p>There are new members of staff in breakfast club who would benefit from support to be able to deliver sporting activities.</p>	Monitoring Pupil conferencing	<p>Children will have access to a range of games to increase physical activity.</p> <p>Breakfast club staff will receive training to deliver a wide range of sports before school.</p>	KB	July 2025

Raised	Planned Expenditure						
	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Sustainability	Staff lead	When will you review implementation?

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	<p>P.E Coach providing increased sporting opportunities at lunch time.</p> <p>£1,080</p>	<p>To provide structured opportunities for children to be active at lunch time.</p> <p>Provide fun and exciting opportunities to engage in physical activity at lunch times.</p> <p>Children to receive support and training from Key P.E to deliver games to each other. Coach to ensure there are maximum opportunities for children to be active.</p>	<p>Chief medical officer guidelines recommend all children engage in at least 60 minutes of physical activity a day.</p> <p>Various exciting opportunities to motivate children to participate in physical activity.</p> <p>Different structure to lunch times to ensure there are a range of children across all year groups who have access to different sporting opportunities.</p>	<p>Pupil conferencing Lunch time Monitoring.</p>	<p>Play leaders will have skills to organise and facilitate a range of sport activities.</p>	<p>KB</p>	<p>July 2025</p>
	<p>P.E Equipment</p> <p>£500</p>	<p>Purchase equipment to be used at lunch times.</p> <p>To increase participation and promote physical activity and overall well-being among children by providing a wide range of lunchtime equipment..</p>	<p>Support children to take part in a broad and range of sporting activities throughout the school day.</p>	<p>Monitoring,</p>	<p>Equipment to be used for children to enjoy completing new activities at different times through out the day.</p>	<p>KB</p>	<p>July 2025</p>

Broader experience of a range of sports and activities	Planned expenditure						
	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Sustainability	Staff lead	When will you review implementation?
	<p>Key P.E After school clubs</p> <p>£3, 420</p>	<p>Promote a wide range of extracurricular activities for all years to access.</p> <p>Prepare children to engage in a range a of competitive sports. There will be increased opportunities for children to be active and experience a wide range of sports.</p>	<p>Provide children with a broad range of after school clubs and opportunities to develop skills, engage in physical activity and compete against each other</p>	<p>Pupil conferencing</p> <p>Number of children accessing after school clubs.</p>	<p>Children will be passionate and engaged in experiencing a wide range of sports.</p>	<p>KB</p>	<p>July 2025</p>

	Planned expenditure	
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Increased Confidence , knowledge and skills of all staff teaching P.E.	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Sustainability	Staff lead	When will you review implementation?
	CPD and Team teaching opportunities. £ 9,760	Through CPD and team teaching, teachers will develop an understanding of how to teach an outstanding P.E lesson, ensuring all children are physical active and developing essential skills. Teachers will receive CPD opportunities to include the head, heart and hand approach as a focus point in P.E lessons.	New members of staff to the school to support and team teach to deliver outstanding P.E lessons. Monitoring has shown that CPD opportunities are required within particular sports.	Subject leader monitoring	Teachers will develop skills and knowledge to teach high quality P.E lessons that challenge all learners.		July 2024

Increase Participation in Competitive Sport	Planned expenditure						
	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Sustainability	Staff lead	When will you review implementation?
	Tournaments and CPD Opportunities Your School Games Access to an extensive range of competitive and non-competitive sport tournaments against schools across Bolton. £100	Continue to increase the participation in competitive sport. Provide increasing number of children opportunities to participate in a broad range of competitive sport.	Motivate and interest children to compete in a wider range of competitive sports.	Pupil conferencing Increased number of children attending sporting tournaments.	Children will be passionate about competitive sporting activities which will be applied to intra sport activities.	KB	July 2025
	ESSA Academy Cluster Sports Tournaments £700	Increase the participation in competitive sport.	Motivate children and provide opportunities to engage in a range of competitive sports.	Pupil conferencing Monitoring number of children attending tournaments.	Children will be passionate about competitive activities which will be applied to intra sport competitive.	KB	July 2025

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				Increased engagement in children participating in competitive activity.			
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Total £19,550