



Use of Sports Premium in 2021/22

The government is providing additional funding of £150 million per annum to improve provision of physical education (PE) and sport in primary schools. This funding – provided jointly by the Departments for Education, Health and Culture, Media and Sport – will be allocated to primary school head teachers. This funding is ring-fenced and therefore can only be spent on provision of PE and sports in schools.

Allocation

Funding for schools is calculated by the number of primary aged pupils (between the ages of 5 and 11) as at the annual census in January. All schools with 17 or more primary aged pupils will receive a lump sum of £8000 plus a premium of £5 per pupil. Small schools will receive £500 per pupil.

Accountability

Schools are held to account for how they spend the sport funding. Ofsted has strengthened its coverage of sport and PE within the Inspectors' Handbook and supporting guidance, so that schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision offered.

Sports Premium Funding Objectives

1. The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school
2. The profile of PESSPA being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching and assessing PE and sport
4. Broader experience of a range of activities and sports during leisure time
5. Increased participation in competitive sport – inhouse and externally

Measuring the impact of Sports Premium Spending

PE leaders, management and class teachers work together to provide and monitor impact for the pupils in PE. Activities and provision are carefully planned and evaluated by these staff, who monitor the impact on the pupils in a variety of ways:

- Observations of learning taking place in PE lessons plus team teaching.
- Pupil voice: making use of opportunities to discuss with the pupil the activities they have taken part in and their experiences of the teaching and learning of PE.
- Assessment data of the achievements of pupils from PE lessons
- Feedback from staff about curriculum delivery and expertise



How we are using our sports premium

Improve the delivery and assessment of the P.E curriculum: This year's funding will be used to provide professional development for all class teachers to enable them to successfully deliver, assess and develop the quality of physical education across the school. This will be done through team teaching for all NQT's in the school who will work with the school's PE lead to plan, deliver and assess high quality P.E. sessions. All teaching staff in school will receive training in delivering high quality fitness specific P.E. sessions through the 'Champions' online resource. Staff will also receive additional support and guidance in delivering high quality fitness focused PE sessions from additional staff training by the PE lead.

Development of relationships with external agencies to provide better Outside Sporting facilities for children: The school has seen a significant amount of funding invested in its buildings; however the outside provision is now being developed. Links have been made with some local schools, which has enabled children to access their provision. Agencies include specialised delivery of football, dance, singing, netball and athletics.

Further improvement to Sports Clubs, breaktime/lunchtime activities and competitive participation: Due to the effects of Covid-19 preventing us from participating in competitions against other schools. This year the school wish to increase this and host an increased number of events at the school, as well as increased participation in intra school competitions allowing the children to have the opportunity to represent their house in a competition. Achievement will be acknowledged and celebrated on the school website, in the school newsletter and in classes during the star of the week Friday afternoon assembly. Sports clubs are provided after school with a mixture of clubs being provided by our staff and external organisations. This year the focus will be on high quality provision at lunchtimes, with the PE lead training the children as play leaders to provide high quality games for the children.

Academic Year: 2021/22		Total fund allocated: £19320			
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 47%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence	Impact	Sustainability and suggested next steps:
Increase participation of pupils, in after school clubs and lunchtime animation.	Provide after school and lunchtime opportunities that are engaging for all key stages.	£9080	Timetable of clubs and attendance registers	Participation has increased through more opportunities being provided after school and at lunchtimes. More pupils are engaging and developing through play	Use pupil voice to assess new clubs and gather suggestions for future provision.



<p>Develop opportunities for outdoor provision at break times and lunchtimes with a view for better provision for outdoor learning.</p> <p>Trained play leaders for lunchtime animation activities</p> <p>Have one specialised staff member to oversee and train the sports leaders.</p> <p>Provide a broad and balanced curriculum which incorporates fitness, sports/games and swimming.</p>	<p>Embed a robust system to analyse pupil attendance in club.</p> <p>Nursery pupils to continue to walk/run the daily mile.</p> <p>Whole school walk/run daily mile during last 15 mins of lunchtime.</p> <p>Give children the opportunity to play games and sports at break times and lunch times.</p> <p>Maintain a bank of trained play leaders for lunchtimes.</p>		<p>Photographs and/or pupil voice</p> <p>PE lead and HLTA's to oversee and implement a program of activities at break-times.</p> <p>PE lead to model and train new leaders</p>	<p>as more games are on offer for them. Groups of Play Leaders go out daily assisted by Lunchtime Supervisors and sometimes the PE lead and put on a variety of games for children to join and are responsible for the setting up, running and packing away of their chosen game. Pupils feedback shows children enjoy the Play Leaders and games they put on.</p> <p>Children take part in the daily mile during the last 15 minutes of lunchtime, Nursery also do it every morning encouraging fitness and wellbeing across the whole school.</p>	<p>Reflect termly on participation and gather pupil voice for development of activities</p> <p>Teacher/ sport coaches develop play leaders.</p> <p>Enquire about opportunities for professional sports people/athletes/teams/coaches to come in and work with children and staff</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>					<p>Percentage of total allocation:</p>
					<p>0%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence</p>	<p>Impact/Evaluation</p>	<p>Sustainability and suggested next steps:</p>



<p>Continue to celebrate sports based achievement within school.</p> <p>Raise the profile of the student Sport's leaders by showing any sports visitors we have around the school alongside their own role of lunchtime animation.</p> <p>Raising the profile of sports and PE, through all teachers delivering the curriculum and fitness focused P.E. sessions each week.</p> <p>Further increasing the number of competitive events that the school participates in both in house and outer school competitions.</p>	<p>Once a half term staff choose a sporting star to be entered into a draw. Children celebrated in Good work assembly.</p> <p>Results and achievements will be posted on the school website, put into the newsletter and celebrated in class.</p> <p>Hold fortnightly meetings/training sessions with the sports and recreation council, up levelling skills and knowledge.</p> <p>All class teachers to teach or team teach PE lessons to model high expectations of all.</p> <p>Advertise school sports events on the website and newsletter.</p>		<p>Children are proud of their achievements and keen to share with others.</p> <p>Good work assembly celebrates achievements both in and out of school.</p> <p>Minutes of the meetings or evidence of the training (photos).</p> <p>Increased profile of house teams and competitive spirit</p> <p>Communication with stakeholders organised</p>	<p>Sporting start was chosen by PE lead and class teacher but was not presented in good work assembly.</p> <p>Sports leaders/council was a success. We had a Paralympian visit the school and the two leaders of sports council alongside year 5 members, showed him around the school and were his helpers for the workshop for the day.</p> <p>PE profile has been raised by staff as all staff members have had to deliver their own independent lessons and then assess at the end of term.</p> <p>In comparison to last year, we have competed in more in-house and outer school events, building relations with fellow school in the local area.</p>	<p>More celebration and profile raising by making sure PE stars are chosen and presented in good work assemblies</p> <p>Termly awards for club participation and PE lessons</p> <p>CPD and gather staff voice on training needs.</p> <p>Continue to host more in house competitions and compete in more out of house competitions alongside professionally supported events.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching and assessing PE and sport					Percentage of total allocation:
					48%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence:	Impact/Evaluation:	Sustainability and suggested next steps:
<p>Maintain high-quality lessons provided by specialist PE lead and class teachers.</p> <p>Improve assessment knowledge of all staff through input from PE lead in staff workshop.</p> <p>Up-skill by utilising online training and staff workshops and opportunities to attend accredited courses.</p>	<p>All NQT's to have worked with the PE lead.</p> <p>By the end of the year NQT's will plan, deliver and assess a full unit independently.</p> <p>Joint observations of PE sessions with member of SLT and PE lead</p> <p>All teachers to attend PE focused staff workshop</p>	<p>£9270</p>	<p>Team teaching observations and staff voice</p> <p>Assessment and progress data for all pupils.</p> <p>Qualifications /certificates from courses.</p>	<p>All staff have been able to work alongside PE lead.</p> <p>All staff have planned, delivered and assessed a unit independently (Summer term).</p> <p>Due to covering and staffing issues not many observations were able to take place but as the PE lead had the chance to work with all staff, he was able to gain knowledge of staff skills.</p> <p>PE staff workshop TBD.</p>	<p>Further development of staff skills (find courses for staff to attend to uplevel knowledge)</p> <p>More EYFS based PE knowledge needed</p> <p>Identify gaps in attainment for further learning opportunities</p>



Key indicator 4: Broader experience of a range of activities and sports during leisure time					Percentage of total allocation:
					4%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence	Evaluation/impact:	Sustainability and suggested next steps:
<p>Broader experience of a range of activities and sports offered during lunchtime through trained play leaders.</p> <p>Overseen by specialist staff.</p> <p>New range of leisure time equipment ordered to enhance leisure time, including barriers to section off parts of the playground for leaders to facilitate variety games.</p>	<p>Play leader timetable to show what they are doing and when they are doing it.</p> <p>Specialist staff to demonstrate to play leaders how to use and facilitate new equipment</p>	<p>£675</p>	<p>Play leader timetable.</p> <p>Competent play leaders will begin to fill out a daily log and take pictures for evidence.</p> <p>Pupil feedback about how they are finding leisure time and the provision.</p>	<p>At the beginning PE lead trained play leaders showing them games to play and a play leader booklet to follow. They were tentative to begin with and needed lots of assistance, following a structured timetable saying what games to play, where to play it and who to play it with. But now they are very independent and do not work of a structured timetable telling them what to do, they choose their own game what they want to run.</p> <p>The new equipment ordered went down very well with pupils and play leaders alongside</p>	<p>Further investment in a range of leisure activities</p> <p>More evidence, through photos, Twitter, info on the newsletter, pupil surveys</p> <p>Continue to train play leaders, getting the more experienced older children to teach the younger children.</p>



				<p>lunchtime supervisors try to ensure it stays in good condition. They play games such as circus skills, table tennis, giant connect 4, giant Jenga, dominoes, chess, naughts and crosses, obstacle courses, fitness circuits and the usual sporting games.</p>	
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<p>Key indicator 5: Increased participation in competitive sport in-house and externally</p>					<p>Percentage of total allocation:</p>
					<p>1%</p>

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence	Evaluation/ impact:	Sustainability and suggested next steps:
<p>Begin to take part in competitive sports within school and its consortium, especially in-house competitions.</p> <p>Introduce in-house competitions as well as increased participation in competing in local events or against local teams</p>	<p>Consult with sports council.</p> <p>Further building of links with ESPFA and fellow schools in local area.</p>	<p>£200</p>	<p>Booked fixtures</p> <p>Termly competitions introduced between year groups</p>	<p>Took part in local ESPFA league for the first time. We were a host school and held fixtures hosting various other schools. Finished 7th overall, still have 3 cup competitions to take part in during Summer 2 term.</p>	<p>Further investment in competitive events</p> <p>Re-join ESPFA league next year.</p> <p>Continue with in house</p>



	<p>Introduce half-termly competitions for existing clubs.</p> <p>Increase frequency of school competitions with other local schools.</p> <p>Facilitate support for pupils at fixtures, e.g. staff, parents and other pupils attending to watch/support</p>		<p>Club registers</p> <p>Competitions mentioned in school newsletters and celebrated in good work assemblies.</p>	<p>Built links with other local schools inviting them to play fixtures in other sport. For example, hosted a year 3, 4, 5 and 6 Dodgeball tournament vs Paget School.</p> <p>In house competitions take part during PE lessons. A subject is taught for a half term then during the last week or two classes will go out together and play against each other. Feedback showed pupils enjoy playing against opposing classes.</p>	<p>competitions.</p> <p>Invite local schools to take part in competitive matches hosted by St Barnabas.</p> <p>Enquire about re-joining Kingsbury Partnership as that creates lots of opportunities and links for the school.</p>
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	30%
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?	No