



Use of Sports Premium in 2020/21

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 PE and sport
4. Broader experience of a range of sports and activities offered to reluctant pupils
5. Increased participation in competitive sport

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 Sport Mentor 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 Fit For Life 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 and Sports Mentor.

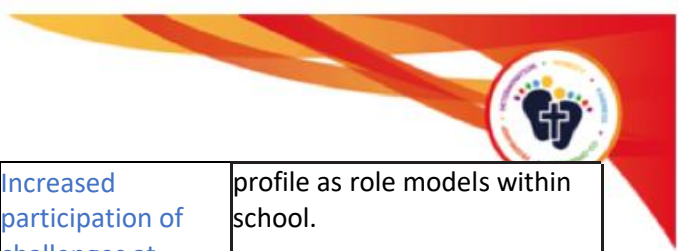
Development of relationships with external agencies to provide better Outside Sporting facilities for children: The school has seen a significant amount of funding invested in its buildings; however the outside provision is now being developed. Links have been made with some local schools, which has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

Further improvement to Sports Clubs, breaktime/lunchtime activities and competitive participation: Due to current restrictions in place because of Covid-19 and current guidance from PESSPA the school is not able to safely provide sports clubs before and after school at the present time or competitive competition with other schools. However, the focus this year will be on intra school competition within the children's year group bubbles. The children will have the opportunity to represent their house in a competition once per term. As well as this, online fitness challenges will be posted on the school website every week for the children to participate in at home and compete against their peers. 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.

Academic Year: 2020/21		Total fund allocated: £19280			
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: 40%
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, especially girls and pupil premium, in fitness challenges set on the schools website weekly. Develop opportunities for outdoor provision at break times and lunchtimes with a view for better provision for outdoor learning.	Track participation in the challenges. Offer support to Pupil premium families who are finding participation in fitness activities challenging. Nursery pupils to continue to walk/run the daily mile.	£7712	School website updated with challenges and evidence of children's participation Photographs and/or pupil voice	Increased participation of challenges at home, shown through images and videos sent by children. Whole school took part daily in PE challenge online,	Use pupil voice to assess new clubs and gather suggestions for future provision. Class teachers and Mentor to maintain system of assessment



<p>Introduce 2 minute physical activity brain breaks within the classroom three times per day.</p> <p>Trained play leaders for year group bubbles</p>	<p>Train staff on using fit for life activity brain brains through the school day.</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>Make use of existing systems to produce data on progress and attainment in PE.</p> <p>Sports Mentor and HLTAs to oversee and implement a program of activities at breaktimes.</p> <p>Sports Mentor to model and train new leaders</p>	<p>registers were taken to keep track of pupils.</p> <p>Play leaders have begun to initiate various games and activities at lunchtimes which children have enjoyed.</p>	<p>Reflect termly on participation and gather pupil voice for development of activities</p> <p>Teacher/ sport coaches develop play leaders.</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>1%</p>
<p>School focus with clarity on intended impact on pupils:</p> <p>Continue to celebrate sports based achievement within school.</p>	<p>Actions to achieve:</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>Funding allocated:</p> <p>£195</p>	<p>Evidence</p> <p>Children are proud of their achievements and keen to share with others.</p>	<p>Impact</p> <p>Pupil feedback shows children are extremely motivated to be entered into the draw to show off their achievements.</p>	<p>Sustainability and suggested next steps:</p> <p>Intra school house competitions extended to every half term.</p> <p>Post Covid - Cross year group teams led each half term by the Year 6 sports leaders which will increase their</p>



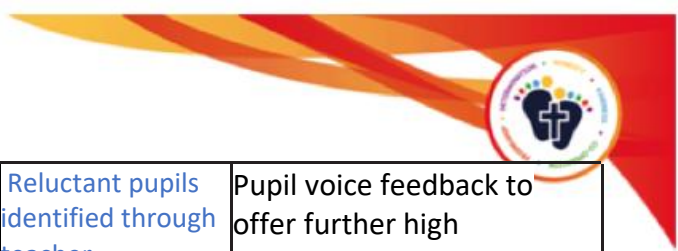
<p>Weekly online fitness challenges through the school website, newsletter and end of week celebration assembly.</p> <p>Raise the profile of the student Sport's leaders by having them set and demonstrate the online weekly challenges.</p> <p>Raising the profile of sports and PE, through all teachers delivering the curriculum and fitness focused P.E. sessions each week.</p> <p>Further increasing the number of competitive events that the school participates in, especially with a focus on in-house activities.</p>	<p>PE lead will set a fitness or sport related challenge for children to complete at home that week. Results and achievements will be posted on the school website, put into the newsletter and celebrated in class.</p> <p>All class teachers to teach or team teach PE lessons to model high expectations of all.</p> <p>Continue to organise in house competitions.</p> <p>Advertise school sports events on the website and newsletter.</p> <p>Continue to build links with the sports partnership</p>		<p>School website updated with challenges and results</p> <p>Good work assembly celebrates achievements both in and out of school.</p> <p>Class teaching planning and records</p> <p>Increased profile of house teams and competitive spirit</p> <p>Communication with stakeholders organised</p> <p>Further participation in sports partnership</p>	<p>Increased participation of challenges at home, shown through images and videos sent by children.</p> <p>Whole school took part daily in PE challenge online, registers were taken to keep track of pupils.</p> <p>All teachers have delivered PE alongside the Sports Mentor. Staff feedback showed staff feel more confident in planning and delivering a sequence of lessons and now have a bank of ideas to draw on for teaching independently in the next academic year</p> <p>Inter and intra school</p>	<p>profile as role models within school.</p>
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				competitions scheduled for school year cancelled due to bubbles or school closure.	
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					48%



School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence: impact:	Impact:	Sustainability and suggested next steps:
<p>Maintain high-quality lessons provided by specialist Sports Mentor and class teachers.</p> <p>Improve curriculum knowledge of all staff through input from Sports Mentor in staff workshop.</p> <p>Up-skill teachers in providing fitness focused PE sessions by utilising online training and staff workshops.</p>	<p>All NQT's to have worked with the Sports Mentor team teaching P.E. 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 have completed fit for life online training modules.</p> <p>All teachers to attend PE focused staff workshop</p>	£9250	<p>Team teaching observations and staff voice</p> <p>Assessment and progress data for all pupils.</p>	<p>All teachers completed training modules and carried out a 45-minute fitness session per week. However due to being closed the final fitness assessments were missed.</p> <p>Assessments were carried out on our Champions system, showing majority of pupils making progress from baseline tests to final assessments.</p>	<p>Further development of staff skills</p> <p>Identify gaps in attainment for further learning opportunities</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to reluctant pupils</p>					<p>Percentage of total allocation:</p> <p>9%</p>
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence	impact:	Sustainability and suggested next steps:



<p>Develop mentoring for pupils and their families who are reluctant to engage in the PE curriculum or sporting activities.</p>	<p>Use teacher observations and assessment data from fitness baselines completed in Autumn term to identify children who will benefit from sport and fitness mentoring.</p> <p>Teachers to give extra motivation, praise and support to these pupils during PE sessions and daily exercise brain breaks.</p> <p>Participation in online weekly challenges suggested through discussion and support for children's family.</p> <p>Monitoring of participation of reluctant pupils participation in online challenges.</p>	<p>£1700</p>	<p>Assessment data for identified reluctant pupils</p> <p>Uptake of participation in online challenges.</p>	<p>Reluctant pupils identified through teacher observation and assessment.</p> <p>Pupil voice feedback shows these reluctant children did feel more supported by adults during PE sessions.</p> <p>Participation in online weekly challenges not as high as wanted. But when in lockdown the whole school participated as it was embedded in the daily timetable.</p> <p>Feedback showed reluctant pupil felt more comfortable carrying out the challenges at home.</p>	<p>Pupil voice feedback to offer further high engagement sessions</p> <p>More promotion from teachers and children to promote any online activities.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>					<p>Percentage of total allocation:</p>
					<p>2%</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:</p>	<p>Sustainability and suggested next steps:</p>



<p>Introduce in-house competitions within year group bubbles.</p>	<p>All children participate in intra house sports competitions three times a year within their year group bubble.</p>	<p>£385</p>	<p>Competitions mentioned in school's newsletter and celebrated in good work assemblies and on school website</p>	<p>Pupil feedback showed children enjoyed the competitions and wanted to take part more frequently.</p> <p>Due to bubble closures and school closures, some competitions were cancelled.</p>	<p>Further investment in competitive events</p> <p>Consider longevity of transport to and from events post Covid</p> <p>Invite local schools to take part in competitive matches hosted by St Barnabas.</p>
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<p>Meeting national curriculum requirements for swimming and water safety</p>	<p>Please complete all of the below:</p>
<p>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.</p>	<p>93%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>93%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>93%</p>
<p>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?</p>	<p>No</p>

