

## Sports Premium Report 2020

### What is the Sports Premium?

The P.E. and sport premium is a grant from the Government designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. Schools are accountable for the money they receive and need to demonstrate how they are spending the money and the difference it is making to the children in the school. The DFE sets out the following guidelines for expenditure.

- To develop or add to the PE, physical activity and sport that your school already offers
- To build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

The premium should be used to secure improvements in the following 5 key indicators:

- The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

### How much is the Sports Premium?

Funding is allocated by the school for the academic year but received in April. In 2019-20 we received £10,558. The school bought in the services of Testlands Education and Learning at a cost of £13, 716. Despite the Covid lockdown, the services of Testlands was continued as they provided extended sports sessions in school and online opportunities for pupils at home.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Update of schemes of work.</li> <li>• PE specialists in place, who work alongside teachers to develop their expertise resulting in an improvement in staff confidence.</li> <li>• Change of curriculum to focus on development of skills which can be accessed by all pupils and applied to different sports.</li> <li>• Pupil engagement in PE is good.</li> <li>• Playground leaders supporting younger children (prior to Covid 19).</li> <li>• Resources audit and organization.</li> <li>• After school provision of a range of sports including: football, karate, cross country and dance.</li> <li>• Increased participation of inter and intra school competitions (pre covid)</li> <li>• All pupils involved in Personal Best Days, where they focus on their own personal improvement and set their own challenges (pre Covid).</li> <li>• Online opportunities for pupils during lockdown as well as sporting sessions for pupils in school.</li> <li>• Completion of all-weather pitch allows greater opportunities for increased activity and sporting opportunities throughout the school year.</li> <li>• Updated playground markings encourages the 'daily mile'</li> </ul>	<ul style="list-style-type: none"> <li>• Increase opportunities within the school day for pupils to be active, including targeted afternoon sessions, where pupils can be introduced to new games that they can play independently during break times.</li> <li>• Provision of class resources to broaden opportunities for activity during break times and develop specific skills, e.g. skipping.</li> <li>• Tracking participation &amp; Personal Best Achievements – ensuring there is a consistent approach across the school. This should be linked to pupils' annual reports.</li> <li>• Increase pupils activity levels throughout the day to improve stamina, following 2 lockdown periods where pupils have been learning from home.</li> <li>• Ensure the all-weather pitch is fully utilized by ensuring this is timetabled throughout the school day and for after school activities.</li> </ul>

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?	Unknown – Pupils did not complete swimming due to Covid-19 lockdown.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Unknown – Pupils did not complete swimming due to Covid-19 lockdown
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Unknown – Pupils did not complete swimming due to Covid-19 lockdown
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

## 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 students today and for the future.

Academic Year: 2019/20	Fund allocated: £2,964.00	Date Updated: Sept 2020		
<b>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</b>			Percentage of total allocation:	
			22%	
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase opportunities for children to be more active at play and lunch times.</p> <p>To extend the range of games the children play during lunchtimes and playtimes.</p> <p>Implemented Succeedin as a tool to monitor and track participation in extra-curriculum sporting clubs.</p> <p>Targeting specific individuals by subsidizing places on sporting clubs each half term.</p> <p>Encouraged the participation of sport outside of the school day Improving equipment for lunch time activities.</p> <p><b>Covid-19 Response:</b> Encouraging daily exercise during the lockdown period.</p>	<p>Installation of all-weather pitch.</p> <p>2x Testlands sports coaches to lead high quality physical activity twice per week: Lunchtime offer to include multisports, cricket, tennis, basketball and football.</p> <p>Use of sports leaders at lunchtimes to lead a variety of sporting activities. Testlands sports coaches to work alongside midday supervisors (TA's) to lead games, encourage participation and target specific individuals.</p> <p>Continued use of succeedin for after school clubs. This has enabled us to track individual/group participation level across the school to identify how many extra curricular hours children are completing. In turn this has allowed us to identify children who would benefit from increased physical activity &amp; subsidize places on after school sporting clubs.</p> <p>Purchase of new equipment to enable the children to participate in a larger</p>	<p>(£5000 from 2020/21 sports premium budget) £2,964.00</p>	<p>Pitch completed August 2020.</p> <p>Lunchtime data provided by sports coaches indicated an increase in children's participation.</p> <p>Succeedin software being used. Full percentage of children across each group of extra curricular activities being tracked. Pupil questionnaires are sent out and used to inform about future clubs.</p> <p>Equipment delivered and in place. Regular checks made by Testlands coaches and sports leaders to ensure equipment itinerary is maintained and looked after.</p> <p><b>Covid-19 Response:</b> During the covid 19 lockdown, the sports' coaches provided online activities for pupils to complete at home to encourage an increase in activity level.</p> <p>Pupils in school had more regular allocated PE sessions as the</p>	<p>Ensure the all-weather pitch is fully utilized by ensuring this is timetabled throughout the school day and for after school activities.</p> <p>Continue to develop opportunities for all children at lunch times.</p> <p>School have their own processes to monitor pupils' engagement in extra curricular activities.</p> <p>Continued use of pupil questionnaires to identify potential clubs.</p> <p>Continuous offering of opportunities for the children who have not engaged.</p> <p>Equipment looked after and monitored by appropriate staff and sports leaders to ensure it lasts.</p> <p>Additional classroom resources purchased with allocated times to model use of equipment and</p>

	<p>number of extra curricular activities. Equipment delivered and in place. Regular checks made by Testlands coaches and sports leaders to ensure equipment itinerary is maintained and looked after. structured physically active activities.</p> <p>Pupil questionnaires are sent out and used to inform about future clubs.</p> <p>Completion of all weather pitch to provide additional space - allowing a broader range of activities to be offered</p>		<p>increased space allowed this. Pupils had opportunities to use scooters and equipment during break times and had targeted support from the coaches in school to increase activity levels.</p>	<p>teach new playground games.</p> <p>Further CPD for lunchtime staff to encourage greater level of engagement and modelling of playground games.</p>
--	--	--	---	---

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All pupils to take part regularly in lessons and whole school activities.</p> <p>PSHE link to ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</p> <p>Developing proactive approaches in developing children's mental health and wellbeing.</p> <p>To ensure that children are aware of sporting activities and achievements across the school.</p> <p>Providing children with the opportunity to take on sporting leadership roles.</p>	<p>Timetables in place to ensure fair distribution of space &amp; time across the week with hall time allocated should the weather be poor.</p> <p>Revised PSHE curriculum with stronger focus on health and lifestyle and mental health and wellbeing being consulted upon: <a href="https://www.bitternemanor.co.uk/relationships-and-sex-education/">https://www.bitternemanor.co.uk/relationships-and-sex-education/</a></p> <p>Blog, website and assemblies used to celebrate sporting achievements both in and out of school. Certificates presented in assemblies. Sports Personality of the Week awards given to children in KS1 and KS2 each week.</p>	£1000	<p>Timetables in place – all weather pitch timetable to be added from Sept 2020.</p> <p>Pupil interviews about healthy diets. Pupils given a number of questions to answer in regards to healthy lifestyle.</p> <p>Monitoring activity levels throughout the school using Succedin.</p> <p>Children are motivated to strive for continuous improvement and to celebrate their own and others' achievements.</p> <p>Observation of lessons / lunchtimes</p>	<p>All weather pitch to be timetabled to ensure equity and regular use of this resource. This should increase pupils' activity levels following Covid-19 lockdown.</p> <p>New PSHE curriculum to be taught from September 2020 – clear pre and post assessments to be included through draw and write etc. <a href="https://www.bitternemanor.co.uk/relationships-and-sex-education/">https://www.bitternemanor.co.uk/relationships-and-sex-education/</a></p> <p>School using own tracking methods to monitor engagement and activity levels.</p> <p>Make greater use of the school</p>

<p>Raising the profile of indoor and outdoor of PE. To celebrate and share outcomes with parents.</p> <p><b>Covid-19 Response:</b> Encouraging daily exercise during the lockdown period.</p>	<p>Pupils in Year 5 and 6 coached to become Sports Leaders. These pupils wear a tabard so the younger pupils can clearly identify them and their role is to encourage the younger pupils to participate in sporting games during lunchtimes. Overseen by Testlands coaches and Miss Bradley.</p> <p>Organised tournaments / competitions and Sports' Day suspended due to Covid 19.</p>		<p>/ sporting competitions. Promotion of STEPS instills maturity and collaborative skills the children can use in all areas of their life.</p> <p>Recorded list of the children achieving SPOTW and regular assemblies to celebrate this.</p> <p><b>Covid-19 Response:</b> Teachers included PE sessions in their daily timetable and provided links to online resources for pupils learning at home, including Joe Wicks to encourage increased activity levels whilst at home.</p> <p>Testlands Sports Coaches provided videos to support PE at home.</p>	<p>website / blog to celebrate achievements on a weekly basis to promote a love of sport.</p> <p>CPD opportunities to share ideas for promoting greater level of activity during break / lunch. Resources to support this. Particularly post Covid-19.</p> <p>Curriculum Newsletter / inclusion in HT Newsletter as a regular feature – sharing of ideas for parents and promoting a more active lifestyle, particularly post Covid-19.</p>
---	---	--	---	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				63%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Specialist coaching from Testlands bought in to provide CPD for teaching and support staff and to lead after school clubs and inter/intra school competitions.</p> <p>Implementing new assessment tools which have tracked the progression in skills for PE, used by teachers as well as sports coaches.</p> <p>To ensure all children have learnt and improved their skills through consistently high quality PE lessons and planned physical activities.</p>	<p>Working with Testlands to implement the monitoring tools for the full PEPASS program.</p> <p>Teachers feel confident in contributing observations from planned physical activity sessions to the assessment tool.</p> <p>Teachers feel confident in reporting children's attainment to parents, identifying strengths and next steps.</p> <p>Video evidence to be used analytically to help evaluate performance as well as to capture assessment evidence. Video evidence to be used to support assessment by teachers and sports coaches.</p> <p>Agreement and written of a contract of expectations. Appointment of Specialised leader. Annual report to Governors.</p> <p>Weekly work with teachers in their own PE lessons with specialist who will team teach with them. The teachers will be supported with planning, delivery and assessment to bring their abilities as close to outstanding as possible as well as improving their confidence</p>	<p>£8,700</p>	<p>Tracking document has been implemented across the school and is being used to track individuals' progress.</p> <p>Using a progression map for teachers to compare for planning and lessons.</p> <p>Annual reports to parents - evidence of PE being identified as a curriculum strength for certain individuals.</p> <p>Video evidence of lessons.</p> <p>Formal and informal lesson observations and reports of these provided on request.</p> <p>RAG rated action plans.</p> <p><b>Covid-19 Response:</b> During lockdown, online sessions provided for pupils and opportunities to broaden the sports' activities offered in school – due to increased space available.</p>	<p>Head teacher committed to using the implemented tool to ensure appropriate tracking and monitoring can be carried out.</p> <p>Head teacher committed to investing in this role to ensure a fully sustainable PEPASS program is in place before the funding ends.</p> <p>Head teacher committed to upskilling staff to ensure a sustainable approach to the quality of delivery of planned physical activity sessions.</p>

	to eventually be confident enough to lead their own 'outstanding' lessons with less support.			
--	--	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increased the number of opportunities to participate in sports outside the curriculum.</p> <p>Signposted opportunities to participate in activities outside of school.</p>	<p>Different sports offered on a wide range curriculum.</p> <p>Links created with local sports clubs and stored in handbook when needed.</p> <p>Secondary PE specialist teaching dance sessions for KS2 pupils (post lockdown) in addition to usual PE slots to help increase activity levels and encourage enrolment in the dance club.</p>	£200	<p>Enrolled networking handbook which we are able to provide details and contracts for leaders / coaches.</p> <p>Continued tracking of signposted children through data from different events such as PBD.</p> <p>Sporting registers/team events selected carefully to ensure equity.</p> <p>Photo/video evidence which is posted on the website / BLOG.</p>	<p>All-weather pitch to be used to extend the range of sports offered to pupils.</p> <p>Headteacher committed to increase the number of sports we have on offer to the pupils on a more regular basis.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increased citywide inter-school competitions.</p> <p>Increased intra-school competitions.</p> <p>Increased local inter-school competitions.</p> <p>To establish a full physical activity programme of events.</p> <p>To work towards achieving the school games mark – Gold level.</p>	<p>Participated in a range of inter-school competitions (pre Covid)</p> <p>Testland Tournaments</p> <p>School games</p> <p>Minibus to transport children to the event.</p> <p>Organised and participated in a full programme of intra-school competitions.</p> <p>Worked with the other schools in the Reach Trust to organize competitive opportunities for all pupils (pre Covid).</p> <p>Whole school Personal Best Days with challenges set for all children to complete.</p> <p>Achieved gold on school games calendar.</p>	<p>£852</p>	<p>Succeedin tracking tool used to record the level of participation.</p> <p>Photo evidence where we have been able to post on the website and BLOG.</p> <p>Calendar of competitive sports demonstrates there is a broad range and regular opportunities (pre Covid).</p>	<p>All-weather pitch provides a surface where pupils can safely participate in a broader range of competitive sports including intra and inter-school competitions.</p> <p>Headteacher committed to increasing the schools’ presence at external inter-school competitions across the city.</p> <p>Headteacher is committed to continuing the development of intra-school competitions by increasing the number we offer and looking into a ‘house’ like option for long term competition.</p> <p>Headteacher committed to allowing children to challenge themselves on a personal level to help develop their physical, social and cognitive abilities.</p> <p>Headteacher is committed to working towards maintaining the gold mark.</p>