



Barmston Village Primary School

P.E. and Sport premium 2019/20 – Reviewed September 2020

The Sports premium is additional funding given to schools to raise attainment and physical activity for pupils.

This means that you should use the premium to:

- utilise the PE Primary Funding effectively in order to improve the quality, provision and sustainability of PE in our school.
- increase participation in Sports and PE and develop healthy lifestyles.
- develop confidence in staff with the teaching of PE across the school.
- promote the importance of a healthy lifestyle to all pupils.
- encouraging competitive sport across the school.
- promote competitive sport and resilience outside of school.

There are 5 key indicators that schools should expect to see improvement across:

- 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 and assessing PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

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1. Summary information					
School	Barmston Village Primary School				
Academic Year	2019/20	Total budget	£17,710	Date of most recent PE Review	Oct 2019
	2020/21				Oct 2020
Total number of pupils	227			Date for next internal review of this premium	Oct 2020
	222				Mar 2021

2. Current attainment (End of key stages 2017-18)						
	KS1			KS2		
	Boys (15)	Girls(15)	Combined (30)	Boys (11)	Girls(15)	Combined(31)
% working towards achieving expected standard in P.E	27%	27%	23%	8%	53%	35%
% achieving expected standard in P.E	73%	73%	76%	91%	47%	65%

3. Barriers to future attainment	
A.	Significant percentage of the population live in some of the most deprived areas in the country
B.	A large amount of children participate in little or no physical activity outside of the school day
C.	Physical development on entry to school continues to be significantly lower than what would be regarded as typical for many children of a similar age.
D.	High proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect health, family unit, prosperity.
4. Desired outcomes (Desired outcomes and how they will be measured)	
	Success criteria

A.	<p>Children achieve and attain comparably with both national expectations and at greater depth expectations.</p> <ul style="list-style-type: none"> • <i>Termly assessment information for all year groups identifies any child falling behind.</i> • <i>Termly meetings to discuss delivery and further areas of development</i> • <i>Monitoring impact of delivery by class teacher on-going and by P.E lead to ensure impact.</i> • <i>Children to independently promote physical activity</i> • <i>Two hours of curriculum P.E</i> • <i>30 minutes structured physical activity daily.</i> 	<ul style="list-style-type: none"> • P.E lead confident in challenging outcomes for children and what is being put in place to support individual children. • Teachers confident in delivering and challenging impact • CPD to support teaching of fundamental movements and key skills.
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5. Planned expenditure

Academic Year	2019-2020 2020-21	Total allocation of funding	£17,710
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The three headings below enable schools to demonstrate how they are using the Sports Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality delivery for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Sports Teaching Assistant to lead and develop elevated levels of pupil participation in physical activities.</p>	<p>The role will support the delivery of physical education lessons. The TA will also support lunchtime supervisors and the sports leaders to ensure quality games take place in this time.</p>	<p>Questionnaires and feedback. Additional support and CPD needed</p>	<p>This training will ensure all staff have a strong understanding of the key fundamental movements that children need to embed securely. This training will ensure high quality activities are delivered.</p> <p>P.E. lead to monitor. The knowledge that the apprentice gathers will be shared with the staff to ensure constant and consistent CPD.</p>	<p>AF/SB</p>	<p>Termly through monitoring cycle. Observations in class and outside Pupil voice feedback Monitoring through evidence base once implemented. 2019-20 On-going - This took place up until Lockdown and staff found it supportive. Further CPD needs were identified and staff meeting time used to address these.</p>
<p>Re-development of playground provision for KS1 and KS2 to reflect a more Early Years Approach.</p>	<p>FC and AF to design an action plan of change including costings and resources to present to HT and parliament. Implementation to go ahead once agreed.</p>	<p>Fc and AF visited a number of settings last year and observed playground developments that had impacted on physical and emotional wellbeing in children. HT had also completed research in this area as the impact on EY outdoor opportunities is so beneficial for the children.</p>	<p>Clear action plan to be devised and implemented step by step. Lunchtime staff to have CPD and zones to be in charge of. Children to be trained in areas and take responsibility.</p>	<p>FC/JC and AF</p>	<p><i>Costings in specific areas. Costs in this area only linked to staff release time.</i> Review through action plan and observations of yard, pupil voice and measurement of impact on incidents. Parliament children will also interview children for feedback. 2019-20 Completed 20-21 - re-designed for zones with bubbles in. This will continue to be adapted with COVID 19 restrictions. Equipment has been separated for each class and games taught in each zone and rotated to support basic skills.</p>

Total budgeted cost

£10195

Curriculum development

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff to feel more confident in planning for the skills and knowledge in PE and ensure progression is clear.	Purchase of a planning online document to support staff in ensuring they have the correct pitch for their year groups and skills development is correct.	Through feedback last year and with Sport Apprentice feedback staff still lack confidence in specific aspects of PE to ensure the pitch of skills. This package ensures even games are pitched to the correct level.	PE Lead and Sport TA to support staff and model the planning and implementation process and then coach and mentor staff as frequently as they feel they require dependent on the focus.	AF/GB	Termly through staff feedback, PE Lead /Sport TA feedback. 2019-20 - Completed 2020-21 - CPD still required in specific areas and refreshers will be delivered in line with curriculum development.
Staff to be clear on the Intent, Implementation and Impact of PE across BVPS.	PE Lead to model to staff the new PE Policy and how the Intent, Implementation and Impact links to the teaching sequence that they follow.	As the curriculum has developed in school staff have all developed there areas and staff need to be clear of the structure of PE and how it follows school policy and procedure alongside other Foundation Subjects in school.	Staff meeting in Spring term will be delivered by PE Lead where she will take staff through PE policy and how it links to the Real PE that school follows and show an example of a year group build up ending with Impact.	AF	Staff feedback. AF feedback through monitoring of PE termly. 2019-20 - PE manager did complete the overview but did not get a chance to disseminate to staff. 2021-21 - CPD sessions in Spring 2021 in line with curriculum development.

Catch up swimming sessions to be provided in Y5/6 to ensure a large majority of children leave KS2 with at least 25m.	Children identified as not reaching 25m in Y4 will be targeted in Y5/6 to have extra sessions.	A large majority of our children do not go swimming and Y4 is their first experience of swimming so further sessions are needed in Y5/6 to ensure they leave KS2 with at least 25m.	Children will be identified from Y4 swimming outcomes and taken for extra sessions.	SB/NO	1 term 2019-20 - Did not take place 2020 -21 - Planned for Spring Summer 2021 and will encapsulate Y5/6
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Total budgeted cost					£2647
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Continued Professional Development

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Lunchtime supervisors and TA to facilitate new activities on a lunchtime	Training and support on new resources and markings supplied for staff. Children to be trained to deliver alongside staff	Staff to have key roles outside to ensure children are clear of the expectation on new markings and resources. Structured physical activity will help the children develop key 'cog' skills at social times.	Lunchtime timetables Observations by SLT Feedback from staff Pupil Voice	AF/GB/JT	Termly meetings 2019-20 - This was started in line with playground redesign. 2020-21 - Lunchtime supervisors and TAs to deliver a basic skills session every day and social game interventions on-going through lunchtimes to support specific children.

Total budgeted cost					£100
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Resources

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Specific resources purchased to support development of playground in KS1 and KS2 provision to develop a more explorative environment.	To further develop the use of break times to build on physical activity through games and imaginative play. Other resources will be sourced from businesses with no charge.	In EY children use outdoors to further develop a range of curriculum areas including physical through a range of resources. This means they are physically active for longer periods of time. Encompassing some of these areas into the KS1 and 2 yard will give children opportunities and engage them in a range of activities.	Observations in EY and other primaries using this approach. Resource lists generated and monitored Observations by SLT Feedback from staff Pupil Voice	AF/SB/FC/ WT - Gov	Termly. 2019-20 - Completed 2020-21 - Due to COVID 19 restriction playground had to be adapted and will continue to do so to support children's health and safety. Resources are planned though to ensure physical, social and emotional skills are developed.
Playground markings to be completed on KS1 and KS2 yard to act as a starting point for the new development to act as zoning areas e.g. Team sport area, sport trail area..	Long lasting markings will be used to zone the yard to act as a tool to support the redevelopment. This investment is for the long term and will be the starting point of the plan.	As in EY you have areas broadly based. IN KS1 and KS2 we want to have areas so training of staff and children can be undertaken so there can be team sports going on as well as quieter areas for the children to be in the sandpit or reading. We want the yard to encompass all children's interests.	Observations in EY and other primaries using this approach. Resource lists generated and monitored Observations by SLT Feedback from staff Pupil Voice	AF/SB/ WT- Gov	Termly 2019-20 Completed
Children experience high quality curriculum and extra curricula activities through specialist coaches which motivates their interest in sport.	Specialist coaches bought in to run CPD and extra-curricular activities. Athlete event Dance Football league Table tennis Gymnastics	Need for our children to have wide experiences due to their disadvantaged backgrounds and limited expertise within school.	Observations by SLT Feedback from staff Pupil Voice Sport apprentice feedback as she will attend all sessions for own CPD	AF	After block of sessions or termly 2019-20 - This was on-going until Lockdown. No coaches since then.
Total budgeted cost					£5415

6. Review of 2018-19

Quality delivery for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of impact 2018-19.
Sports apprentice to lead and develop elevated levels of pupil participation in physical activities.	The role will support the delivery of physical education lessons. The apprentice will also support lunchtime supervisors and the sports leaders to ensure quality games take place in this time.	Questionnaires and feedback. Additional support and CPD needed	This training will ensure all staff have a strong understanding of the key fundamental movements that children need to embed securely. This training will ensure high quality activities are delivered. P.E. lead to monitor. The knowledge that the apprentice gathers will be shared with the staff to ensure constant and consistent CPD.	AF/SB	Sport Apprentice continues to enhance sport provision across school PE sessions and lunchtimes. Evidence is noted through staff feedback, mentor feedback and pupil voice. Sport Apprentice qualified from course this year and will be employed by school to continue the role in school.
Total budgeted cost					£7900

Curriculum development

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact 2018-19.
PE curriculum focus of skills development will be embedded across all phases. Children will challenge themselves and develop their fundamental skills in PE.	Skill based structured curriculum will be embedded focussing on the basic movement development from the basis of our skill based curriculum. Trial of 2 hours of PE for KS2 on a Friday afternoon.	From PE monitoring and outside observations of play and extra-curricular activities children are lacking the key skills to allow them to achieve in competitive sports. New curriculum introduced last year bit needs embedding and monitoring the skills will develop the whole sporting child and is accessible for all.	P.E lead to disseminate example units to all staff to show expectations. The success of the new skill based curriculum will be monitored closely by the P.E. lead to ensure it is reaching and challenging all children at the correct level.	AF/GB	Embedding still and PE Lead to complete model lessons in 2019-20 to support teachers further and help them gain support in navigating new planning media which will be purchased to support them further.

Staff confident in assessing PE and evidencing how children are at age related expectations.	P.E lead to work alongside Computing lead to develop the use of seesaw to record evidence for these subject areas.	Staff embedding skills based curriculum but evidencing for PE is limited and needs a more structured approach so skill progression can be seen across age ranges.	PE lead will trial the use of Seesaw to record skills alongside Computing lead in Y6. Strategies will then be disseminated to staff and supported through subject managers time.	AF	Seesaw was found difficult to embed and staff comfortable in recording through photographs and writing evidence against skills base.
Catch up swimming sessions to be provided in Y5/6 to ensure a large majority of children leave KS2 with at least 25m.	Children identified as not reaching 25m in Y4 will be targeted in Y5/6 to have extra sessions.	A large majority of our children do not go swimming and Y4 is their first experience of swimming so further sessions are needed in Y5/6 to ensure they leave KS2 with at least 25m.	Children will be identified from Y4 swimming outcomes and taken for extra sessions.	SB/NO	9/25 children achieved 25m. This needs to be improved and further research into what the sessions entail to support actual swimming ability to be undertaken.

Total budgeted cost £4500

Continued Professional Development

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Breakfast club to consist of physical activities for children to participate in	Extra training for staff. Sports apprentice to work and deliver as part of the breakfast club structure	Children to continue developing a passion for being active at all given opportunities.	Meeting with club staff. Observations by SLT	AF/GB/DI	This had to be stopped at Easter as Nursery moved and the yard used was then not secure on a morning from 8:30 and the hall could not be cleared in time for physical exercise.

Lunchtime supervisors and TA to facilitate sporting opportunities on a lunchtime	Training and support resources supplied for staff. Children to be trained to deliver alongside staff	Structured physical activity will help the children develop key 'cog' skills at social times.	Lunchtime timetables Observations by SLT Feedback from staff Pupil Voice	AF/GB/JT	Summer term impact by sport apprentice was noted with key groups developing team sports. The development of team sports was a key idea for sports premium for next academic year to support children's resilience.
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Total budgeted cost

£0

Resources

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff to have appropriate equipment to facilitate physical development through break times across the school day.	To further develop the use of break times to build on physical activity through games and imaginative play.	In EY children use outdoors to further develop a range of curriculum areas including physical through a range of resources. This means they are physically active for longer periods of time. Encompassing some of these areas into the KS1 and 2 yard will give children opportunities and engage them in a range of activities.	Observations in EY and other primaries using this approach. Resource lists generated and monitored Observations by SLT Feedback from staff Pupil Voice	AF/SB	Reception outdoor provision further developed and plans made to develop KS1 and Ks2 yards. FC and AF visited 2 different schools to support ideas for developments for the yard for next academic year.
Children experience high quality curriculum and extra curricula activities through specialist coaches which motivates their interest in sport.	Specialist coaches bought in to run CPD and extra-curricular activities. Athlete event Dance Football league Table tennis Gymnastics	Need for our children to have wide experiences due to their disadvantaged backgrounds and limited expertise within school.	Observations by SLT Feedback from staff Pupil Voice Sport apprentice feedback as she will attend all sessions for own CPD	AF	On-going and high impact so will continuing with sports funding.

Total budgeted cost	£5250
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