



## **Barmston Village Primary School**

### **P.E. and Sport premium 2021-2022**

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	2021 / 22	Total budget	£17,710	Date of most recent PE Review	March 2021
Total number of pupils	230			Date for next internal review of this premium	Dec 2021

2. Current attainment (End of key stages 2018-19) <i>No current reliable data due to COVID impact</i>						
	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 ( <i>Desired outcomes and how they will be measured</i> )	Success criteria
<p>Children achieve and attain comparably with both national expectations and at greater depth expectations.</p> <ul style="list-style-type: none"> <li>Children to use sport to support their mental wellbeing</li> <li>PE to support children's social interactions and resilience in games</li> <li>Termly assessment information for all year groups identifies any child falling behind.</li> <li>Termly meetings to discuss delivery and further areas of development</li> <li>Monitoring impact of delivery by class teacher on-going and by P.E lead to ensure impact.</li> <li>Children to independently promote physical activity</li> <li>Two hours of curriculum P.E</li> <li>30 minutes structured physical activity daily.</li> </ul>	<ul style="list-style-type: none"> <li>P.E lead confident in challenging outcomes for children and what is being put in place to support individual children.</li> <li>Teachers confident in delivering and challenging impact</li> <li>CPD to support teaching skills for teaching, TAs and lunchtime staff.</li> </ul>

5. Planned expenditure			
Academic Year	2021-2022	Total allocation of funding	£17,690

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?
Staff to be clear on the Intent, Implementation and Impact of PE across BVPS.	PE Lead supported by TA with Sport as a specialism to model expectations in PE and how the Intent, Implementation and Impact links to the teaching sequence that they follow.	As the curriculum has developed in school staff have had lessons modelled to them and been shown the clear structure of PE and how it follows school policy and procedure alongside other Foundation Subjects in school. Now staff need to refine their practice through targeted CPD from PE lead.	A staff meeting will be delivered by PE Lead where she will revisit PE for staff with having such an erratic year since it's delivery to them. Time will be given for PE learning walks to judge progression and needs for CPD for staff through 1-1 discussions and feedback.	AF/SLT	Termly by SLT and Governors
Staff to be clear on where physical 'brain' breaks can support children's mental wellbeing and use these to help transition back to school after the Lockdowns.	PE lead and SLT to support staff in structuring brain breaks that involve physical activity to help children re-focus in class.	<ul style="list-style-type: none"> <li>• After the first lockdown children were lethargic and restless and needed breaks to re-focus</li> <li>• School issues of obesity after lockdowns and lack of physical movement being undertaken, specifically being outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Timetable for first 3 weeks of transition will include set 'brain' breaks and include ideas.</li> <li>• Monitoring of time spent outside, weather permitting, will be discussed in staff meetings and needs of classes focussed on.</li> <li>• Monitored by PE lead and SLT.</li> </ul>	AF/SLT	Half Termly by AF and SLT. Pupil Voice feedback and Leuven Scale outcomes.
Sports Teaching Assistant to lead and develop elevated levels of pupil participation in physical activities.	The role will support staff and in the delivery of sport. The TA 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.	AF/SB	Termly
<b>Total budgeted cost</b>					<b>£10195</b>

**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?
Catch up swimming sessions to be provided in Y5 and Y6 to ensure a large majority of children leave KS2 with at least 25m.	<p>Children identified as not reaching 25m in Y4 will be targeted in Y5/6 to have extra sessions.</p> <p>Due to Lockdowns this will be a larger number to catch up with as children only had swimming sporadically.</p>	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 normally and now we have the impact of COVID.	Children will be identified from Y4 swimming outcomes and taken for extra sessions.	AF/SB/NO	Termly through outcomes provided by swimming coach.
Improvement in fine and gross motor skills.	Small/large group interventions within class/over lunch and even whole class to support development. Fun activities for example, large paintbrushes outside, yoga, origami etc	Due to Lockdowns observations of children show a reduction in fine and gross motor control in a range of children across a range of year groups. This is impacting basic skills across a range of areas and was seen in Lockdown one and will have been impacted further by remote learning in Lockdown 3. SEND children especially seem to have been affected.	<p>Children will be identified in the assessment weeks after Lockdown 3 and beyond. SLT and AF will put in place a plan and ideas to support staff in linking these activities with brain breaks.</p> <p>Monitoring of impact will be seen through pupil voice, stamina and in books.</p>	AF/SLT	Termly through pupil voice, book scrutiny and outcomes
Children to develop social skills through team sports and 'fair' sportsmanship.	In PE and at lunchtimes children to play team sports to support their social skills and encourage good sportsmanship when they lose	With games online children can 'start again' and they do not show resilience. Lockdown has fostered this and we need to encourage further resilience to 'losing' and 'playing fairly'.	Staff to end PE sessions where appropriate with 'games'. Game interventions at lunchtimes to be used with lunchtime supervisors and teaching assistants.	AF/JT	Half termly through pupil voice
<b>Total budgeted cost</b>					<b>£1000</b>

## 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 staff trained in the Zones of Regulation and use language with children in team games to talk to them about any disputes both positive and negative.	CPD by CM/AF on Zones of Regulation for all Lunchtime staff .	The Zones of Regulation are being embedded across school. Children need to develop control of their emotions within sports and be aware of their actions. The consistency of language would support emotional awareness and support children’s ability to self-regulate in games.	Modelling and support for lunchtime staff on how to deal with issues within team games/games etc.  Observations of lunchtimes/playtimes – children to be aware of these too.	AF/SLT/JT	Termly
Teaching staff to have CPD on using the Zones of Regulation for children in team games to talk to them about any disputes both positive and negative.	CPD by CM/AF on Zones of Regulation for all staff.	The Zones of Regulation are being embedded across school. Children need to develop control of their emotion within sports and be aware of their actions. The consistency of language would support emotional awareness and support children’s ability to self-regulate in games.	Modelling and support for staff on how to deal with issues within team games/games in lessons and at play times etc.  Observations of lunchtimes/playtimes – children to be aware of these too.	AF/SLT/JT	Termly
Lunchtime staff to have a set rota that they stick to for games they play with the children on a daily basis.	Set rota that can be monitored. CPD by AF/GB/JT	Children need to have a range of games modelled to them or they will revert to what they know. Needs to be a consistent approach that is monitored and all staff are aware of.	Lunchtime staff development meeting will be held to incorporate CPD and rota with expectations. This will also link to appraisals. Monitoring could be done by PE Parliament link children and pupil voice records.	AF/GB/JT/SLT	Half Termly
<b>Total budgeted cost</b>					<b>£1000</b>

**Resources**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All zones/class to have a set of coloured resources which they are responsible for.	Resources purchased which can easily be differentiated on the yard so items can be quarantined if touched by a different class.	Issues with equipment after lockdown one and identification.  Want to give children responsibility for their own resources and train them in using them correctly.	Resources checked on daily by the class teacher – any missing items reported to AF.  Monitors set up in each class to check resources and bell reintroduced on yard for a tidy up time.  End of week check of resources with the children.	AF/JT/GB	Half termly
Staff have resources for brain breaks and team games available when needed. Lunchtime staff have resources for lunchtime games.	Resources purchased so there is enough to support social development effectively.	To support social development through sport and specifically team games.	As mentioned above	AF/JT/GB	Termly
<b>Total budgeted cost</b>					<b>£5495</b>

REVIEW OF 2019-20 – REVIEWED **SEPTEMBER 2021** AND FINAL REVIEW **MARCH 2021**

Academic Year	2019-2020 <b>2020-21</b>	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?
Sports Teaching Assistant to lead and develop elevated levels of pupil participation in physical activities.	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.	Questionnaires and feedback. Additional support and CPD needed	<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>	AF/SB	<p>Termly through monitoring cycle. Observations in class and outside Pupil voice feedback Monitoring through evidence base once implemented.</p> <p><b>2019-20</b>  <b>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.</b></p> <p><b>March 2021 – achieved but needs revisiting to ensure consistency due to the erratic nature of delivery with lockdowns.</b></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>Review through action plan and observations of yard, pupil voice and measurement of impact on incidents. Parliament children will also interview children for feedback.  <b>2019-20 Completed</b>  <b>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.</b>  <b>March 2021 – This was achieved but currently the yard cannot be used as envisaged due to zones for bubbles. There will have to be a revisit when restrictions are lifted to re-introduce children to areas and resources and CPD for staff.</b></p>
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**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?
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<p>Staff to feel more confident in planning for the skills and knowledge in PE and ensure progression is clear.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>AF/GB</p>	<p>Termly through staff feedback, PE Lead /Sport TA feedback.  <b>2019-20 – Completed</b>  <b>2020-21 – CPD still required in specific areas and refreshers will be delivered in line with curriculum development.</b>  <b>March 2021 – Achieved but again due to erratic delivery and a gap in curriculum development this will have to be revisited to support staff.</b></p>
<p>Staff to be clear on the Intent, Implementation and Impact of PE across BVPS.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>AF</p>	<p>Staff feedback. AF feedback through monitoring of PE termly.   <b>2019-20 – PE manager did complete the overview but did not get a chance to disseminate to staff.</b>  <b>2021-21 – CPD sessions in Spring 2021 in line with curriculum development.</b>  <b>March 2021 – Achieved by PE Lead but no time to disseminate to staff due to a re-focus of staff meetings with the impact of the pandemic.</b></p>

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 March 2021 – Year 4 have managed some swimming but Year 6 catch up has not taken place. If swimming venues re-open in Summer term this will be a priority. Funding was used on outside resources.
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<b>Total budgeted cost</b>	<b>£2647</b>
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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. March 2021 –Achieved but will have to be revisited when zones change.

<b>Total budgeted cost</b>	<b>£100</b>
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#### Resources

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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?
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. March 2021 – Achieved prior to lockdowns but will have to be re-introduced to children when restrictions lift.
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 aswell 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

<p>Children experience high quality curriculum and extra curricula activities through specialist coaches which motivates their interest in sport.</p>	<p>Specialist coaches bought in to run CPD and extra-curricular activities. Athlete event Dance Football league Table tennis Gymnastics</p>	<p>Need for our children to have wide experiences due to their disadvantaged backgrounds and limited expertise within school.</p>	<p>Observations by SLT Feedback from staff Pupil Voice Sport apprentice feedback as she will attend all sessions for own CPD</p>	<p>AF</p>	<p>After block of sessions or termly</p> <p>2019-20 – This was on-going until Lockdown. No coaches since then.</p> <p>March 2021 – Zoom sessions took place with SAFC and Y5 Chosen to have Easter and Summer clubs to support the children in the holidays to impact on wellbeing.</p>
<b>Total budgeted cost</b>					<b>£5415</b>