

Busbridge CE Junior School ~ Sports Premium Report ~ 2018 / 19

vers 25th July 2019



Key achievements to date (2018/19):	Areas for further improvement and baseline evidence of need (2019/20):
<p>Achieving the Gold Sportsmark standard.</p> <p><u>Key Indicator One</u> ('... engagement of all pupils in regular physical activity ...') Wider participation of targeted cohort groups at lunchtime due to more structure. Some work carried out linking well-being to sports participation, but more work needed.</p> <p><u>Key Indicator Two</u> (' ... profile of PE and sport raised ...') Sport at BJS continues to have a real 'buzz' about it. Parents and children have continued to express appreciation for the raised profile of PE in the school since September 2017.</p> <p><u>Key Indicator Three</u> (' ... skills of staff ...') Though the use of PECS peer coaching model the PE teaching skills of teachers has developed.</p> <p><u>Key Indicator Four</u> ('... broader range of sports ...') Wider variety of sports opportunities at lunchtime which the children have helped to select.</p> <p><u>Key Indicator Five</u> ('... increased participation in competitive sport ...') A clear focus on the small % of children who did not represent the school in 17/18. All have been offered at least 3 opportunities. We have exceeded last year's very high pupil % participating in external events and competitions, achieving a pupil representation % of 88%.</p>	<p>Maintain Gold Sportsmark</p> <p><u>Key Indicator One</u> ('... engagement of all pupils in regular physical activity ...') To investigate the link between well-being and physical activity: to what extent are our ELSA, Vulnerable, Disadvantaged and HSLW children involved in regular sport, clubs and/or physical activity? To facilitate a terms participation in a club by the less active children.</p> <p><u>Key Indicator Two</u> (' ... profile of PE and sport raised ...') To exceed the 80% participation in external events and competitions target by July 2020 Introduction of planned Inter-House sporting events (e.g. football, benchball, netball, cricket, rounders)</p> <p><u>Key Indicator Three</u> (' ... skills of staff ...') Provide opportunities for teachers to (i) attend PE teaching sessions led by BB, (ii) share success and effective teaching following the 18/19 PECS</p> <p><u>Key Indicator Four</u> ('... broader range of sports ...') Key children / cohorts targeted through careful selection of sports clubs run by teachers.</p> <p><u>Key Indicator Five</u> ('... increased participation in competitive sport ...') To focus on the very small % who did not represent the school in sport during 18/19.</p>

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 meters?	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%
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

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: 2018/19	Total fund allocated: £18,400 (along with a carry forward from 17/18 of £5,900) Total spent = £24,300	Date Updated: vers 26th July 2019		
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: 33%
<ul style="list-style-type: none"> - Wider participation of targeted cohort groups at lunchtime due to more structure. - Some work carried out linking well-being to sports participation, but more work needed. 				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To provide opportunities for supervised physical indoor and outdoor play with a variety of sports. A focus on the Lower School and specific children.</p> <p>Purchase of resources (e.g. footballs, netballs, rugby foam balls, skipping ropes, pump)</p>	Lunchtime Hall Sports club	2655	It is not possible to put a number of children positively enabled through the indoor and field lunchtime club as there is 'free flow'. However there is always a high level of participation.	To investigate the link between well-being and physical activity: to what extent are our ELSA, Vulnerable, Disadvantaged and HSLW children involved in regular sport, clubs and/or physical activity?
	BB's lunchtime activities on the field	5070		
	Resources purchased that facilitate physical exercise, for example clubs and the Physifun club	391	Very high take up for the stated activities. Access to the field at lunchtime results in a lot of independent sport focused play, for example training for girls football matches.	To facilitate a terms participation in a club by the less active children.
		T = £8116		

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:
				5%
- Sport at BJS continues to have a real 'buzz' about it. Parents and children have continued to express appreciation for the raised profile of PE in the school since September 2017.				
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To maintain the raised profile of PE across the school, as started in Sept 17</p> <p>To provide opportunities for children to engage in physical activity to enhance their well-being and ability to focus on their learning, both in and out of the class.</p> <p>To engender a greater level of pride and success in the children with regards to their abilities and membership of our school community.</p> <p>To confirm the place of inclusive PE and participation as a key aspect of our school life.</p>	<p>Achievements celebrated in assembly (match results + notable achievements).</p> <p>Various resources: Play leader resources PhysiFun resources Field and playground markings Trophy engraving</p> <p>DDay 'Wonderful Me' orienteering</p> <p>Sharing of sporting rationale with parents</p>	<p>265</p> <p>75</p> <p>750</p> <p>80</p>	<p>It is not possible to put a number of children positively enabled through the field lunchtime club as there is 'free flow'. However there is always a high level of participation. Teachers talk of the positive impact on learning and attitudes back in class after lunchtime sessions.</p> <p>PE and sports participation continues to create a 'buzz' in the school. This is noted by children and parents. The school has a more positive standing in the school and wider community.</p> <p>Opportunities to share success of all participative sport is embedded (whether it be a tournament, taster or festival)</p> <p>Key children's self-esteem is having a positive impact on learning.</p>	<p>Use of BB to broaden the scope of sports offered at lunchtime, and so broaden the level of pupil participation.</p> <p>To exceed the 80%+ participation in external events and competitions target by July 2020</p> <p>Introduction of planned Inter-House sporting events (e.g. football, benchball, netball, cricket, rounders)</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Though the use of PECS peer coaching model the PE teaching skills of teachers has developed.	Planet Sport PECS training (and occasional supply for training release)	2546	Teachers show greater confidence in teaching key PE skills. PE lessons show more emphasis on skills teaching.	Provide opportunities for teachers to (i) attend PE teaching sessions led by BB, (ii) share success and effective teaching following the 18/19 PECS
To enable less experienced teachers with the opportunity to take sports teams to competitions.	Cover for teachers new to sport to attend events	204	Two less experienced teachers led clubs and took teams to inter-school events.	
To train key staff in Physifn		100	Key less active children took on leadership roles, whilst also encouraging less active to attend	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	Maintain a sports event participation pupil record to ensure (i) a fair distribution of events, (ii) a focus on those children who have participated less	0	The log has (i) kept a record of participation, and (ii) enabled us to select teams based on a number of factors, including prior attendance at events	Use of BB to broaden the scope of sports offered at lunchtime, and so broaden the level of pupil participation. Use of CP to increase participation and widen the scope of sports offered, focusing on the less active Explore further how the funds can be used to make individual personal impact through
	PGL Y6 residential – PE / Outdoor Ed	0 (but funds given through other budget lines to enable pupils to engage)	PGL residential provided so many opportunities that children would not otherwise experience. The parental support helped key children to attend.	

Focus particularly on those pupils who do not take up additional PE and Sport opportunities.	Wider scope of clubs and events attended, so enabling more children to attend (e.g. dodgeball, American football, dance) Clubs by CP (sports coordinator) with less active focus.	225 530	Out of approx. 25 clubs per term, approx. 15 are sport / PE focused. They cover a wide range of interests. If parents struggle to fund participation we can assist.	supporting key families. Key children / cohorts targeted through careful selection of sports clubs run by teachers.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 47%
- A clear focus on the small % of children who did not represent the school in 17/18. All have been offered at least 3 opportunities.				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To maintain membership of key sporting partnerships.	GDPSSA subs Active Schools Godalming Confederation / GLP	100 800 1073		Continue funding CP as Sports Events Coordinator
To broaden the scope of festivals, which are competitive but with a greater focus on inclusion. To increase participation, ensuring that key pupils also have opportunities to represent the school and participate in competitive sport.	Cover for sports events (e.g. Hockey, football) Sports Event Coordinator role Use of BB for sporting events	307 8465 337	Notable success in competitive sport e.g.: Surrey County Sportshall Athletics : county finals Local Swimming gala : first place. Teams sent to a wide range of sporting competitions, e.g.: football, dodgeball, American football, athletics, dance, rugby, netball, basketball, swimming, GnT	Benchball – organize an inter school transition tournament Athletics – further prep of an even wider range of children for the athletics season. To focus on the very small % who did not represent the school in sport during 18/19.
Purchase of appropriate representation kit A 'Can-Do' culture regarding sporting events. Inclusive by targeting some events to win and others to attend : balancing excellence with inclusion.	Netball kit	328 T = £11,410		