



# BOLNEY CE PRIMARY SCHOOL PE AND SPORT PREMIUM STRATEGY 2019-20

This PE and Sport Premium strategy outlines our:

- Key achievements to date
- Areas for further improvement
- Allocated funding
- The school's focus and actions for 5 key indicators.

**PLEASE NOTE THE SCHOOL WAS PARTIALLY CLOSED FROM 23<sup>RD</sup> MARCH 2020 UNTIL SEPTEMBER 2020 DUE TO THE PREVENTION OF TRANSMISSION OF COVID-19 MEASURES**

**Key indicator 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.

**Key indicator 2:** The use of sport activities as a tool for whole school improvement through learning and key competencies and vision characteristic development.

**Key indicator 3:** Increased confidence, knowledge and skills of specialist staff in teaching PE and sport, providing trained staff for succession planning.

**Key indicator 4:** Broader experience of a range of sports and activities offered to pupils.

**Key indicator 5:** Increased participation in competitive sport to increase engagement and confidence in Y2-Y6.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Very minimal behavioural issues during break time as breaks more structured by Sports TA.</li> <li>• Sports Gold mark achieved.</li> <li>• Gardening led by Sports TA has helped develop cross curricular learning.</li> <li>• Impact of OAA activities and adventure day seen in key competencies development and positive feedback from range of children in KS2.</li> <li>• Improved times tables knowledge in children targeted by Sports TA.</li> <li>• Increased teacher confidence in dance and gymnastics following specialist sports coach sessions</li> <li>• All pupils in KS2 represented school at competition or festival. Attendance of events closely monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop Sports Teaching Assistant role to support learning through sport, particularly for children who need interventions – this started last year in Y3/4 now needs to be developed with other year groups.</li> <li>• Further development of independence of sports crew – needed lots guidance and support last year so not modelled well to this year's crew.</li> <li>• Continue to develop orienteering and alternative sports to support teamwork and key competencies – to develop new vision characteristics.</li> <li>• Further develop Sports TA knowledge and skills through working alongside specialist sports coach – to increase skills and knowledge of staff and provide succession planning.</li> <li>• Continue to enter MSA competitions and workshops as this has increased engagement and confidence in Y2-Y6.</li> <li>• Daily exercise opportunities to be increased to ensure 30mins in school – not all pupils met this last year every day.</li> <li>• Further developing positive and healthy relationships through sport and activities to meet new Relationship, Sex, Health Education curriculum.</li> <li>• Equipment is available to ensure high quality PE and activities are well resourced.</li> </ul>



# BOLNEY CE PRIMARY SCHOOL

## PE AND SPORT PREMIUM STRATEGY

### 2019-20

<b>Academic Year: 2019/20</b>	<b>Total fund allocated: £16,900</b>
<b>Spending</b>	<b>Costs</b>
Sports Teaching Assistant	£7596
Rising Stars – sports coaches	£4275
Mid Sussex Active – sports partnership	£1800
Dance teacher	£1000
Other – supply, equipment, activities, training	£2229
<b>TOTAL</b>	<b>£16,900</b>

**Key indicator 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.

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Participating in physical activities during the school day outside of PE lessons.	<p>Introduce 15 mins of walking each day for Y1-Y6 from September 2019.</p> <p>Sports Teaching Assistant to target specific pupils to be more active at break time</p> <p>Support Sports Crew (Y5/6 pupils) to lead non ball based activities for younger pupils.</p> <p>Arrange skipping workshop for all so Sports Crew can then implement at break time after the workshop.</p>	<p>Sports TA costs £7596</p> <p>Skipping workshop £250</p> <p>MSA membership for Sports Crew training £1800</p> <p>Supply cover for sports Crew in school development £60</p>	<p>Daily Mile taking place in all years (except Reception). This has been monitored by PE coordinator to ensure it is happening every day (where possible). Pupil voice questionnaire with children from Y1-6 indicated positive reception and awareness of positive links to learning and general wellbeing. Children see Daily Mile as an essential part of the day and often ask when it will be taking place.</p> <p>Sports TA provided tennis, skipping, basketball, netball opportunities at break time. Has been highly engaging for KS2 boys in particular.</p> <p>Skipping workshop not completed</p>	<p>Continue to monitor Daily Mile, ensure flexibility in timetable – allow children and staff to decide when Daily Mile will be most impactful and useful.</p> <p>Consider range of activities offered at break time by Sports TA in order to target more children. Incorporate Sports Crew and specific interests and strengths of Sports Crew children and target children e.g. street dance.</p> <p>Prioritize break time organization with Sports Crew and Sports TA. Develop bank of games following</p>



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### 2019-20

			<p>due to partial school closure during COVID pandemic.</p> <p>Sports Crew had limited time following Sports Crew training to implement break time games. Sports Crew planned and led sessions for KS1 pupils during PE sessions which motivated the KS1 pupils and further strengthened relations and good role models .</p>	<p>Sports Crew training to ensure Sports Crew can work independently when Sports TA not available to assist them.</p>
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**Key indicator 2:** The use of sport activities as a tool for whole school improvement through learning and key competencies and vision characteristic development.

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Physical activity is used to support learning in other year groups, particularly gross motor skills, phonics, spelling, grammar, punctuation and maths, improving learning outcomes.	<p>PE leader and Sports TA to create a bank of physical activities to use to support learning with a range of ages.</p> <p>PE leader and class teachers identify children to support.</p> <p>Sports TA to support individuals and groups with their specific learning through physical activities.</p> <p>Create a timetable for Sports TA for physical activity based interventions.</p>	<p>Sports TA costs £7596</p> <p>Supply cover £200</p> <p>Rising Stars costs £4275</p>	<p>Sports TA and PE coordinator developed bank of games useful for targeted support with phonics, times tables/maths fluency and spelling.</p> <p>Intervention groups carried out with Year 3 / 4 children 3x per week and broadened to include Year 2 and 5/6 later in the year.</p> <p>Children highly engaged and keen to share learning with class teachers.</p> <p>Times tables learning consolidated effectively. 16 Y3 children awarded at least one times table certificate, 6 children in Y3 working towards their 'masters'. Targeted group of Y4</p>	<p>Consider timetable carefully and discuss with class teachers the most effective way to target more children in different year groups.</p> <p>Carry out parent workshop (planned for Spring 2020) to support families with home learning. Share positive and active learning games and strategies that children have experienced in school.</p> <p>Incorporate games during whole class lessons. Sports TA to share games and ideas with other staff so games and activities can take</p>
Key competencies and vision characteristic are developed through	Implement learning from Outdoor Adventure Activities course providing	Supply costs for planning,		



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<p>alternative sport provision.</p>	<p>orienteering across KS2 in the spring and summer terms.</p> <p>Research and arrange a skipping workshop, provide resources for skipping at break times.</p> <p>Introduce weekly street dance lessons to KS2 by year group for a term with a specialist teacher.</p> <p>Arrange a showcase to parents for the street dance.</p> <p>Introduce Forest Schools to Y6 (spring term) and Y4 (summer term) – 1 session a week for 10 weeks.</p>	<p>research and team teaching £400</p> <p>Skipping workshop £250</p> <p>Skipping resources £50</p> <p>Dance lessons cost £1000</p> <p>Additional adult cost £260</p>	<p>children also made good times tables progress with 4 children achieving/on track to achieve 'masters' by end of year – progressed from consolidating 3x,4x,8x at end of Year 3.</p> <p>Y3 and Y5 completed term of dance lessons with specialist teacher. Children enjoyed working towards goal of a performance at the end. Children received high quality instruction. Showcase was not possible due to COVID.</p> <p>Children in Y4 and Y6 received targeted support from class teachers during these sessions.</p> <p>Only Y6 received Forest School sessions due to COVID. Extremely well received, pupil voice included chn saying 'best thing ever'. Great motivation, enjoyed being outside, parents reported impacted on chn wanting to be outside more at home. Noticeable development in team building, relations and problem solving. Additional member of staff added great value.</p>	<p>place more frequently.</p> <p>Consider offering this opportunity to other year groups.</p> <p>Continue to provide this – funded by friends of Bolney (PTA) Prioritise Y5 first as did not have sessions in Y4.</p>
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**Key indicator 3:** Increased confidence, knowledge and skills of specialist staff in teaching PE and sport, providing trained staff for succession planning.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Pupils are taught by confident, knowledgeable, skilled staff in a range of sports providing progression of skills and challenge, particularly for the pupils who are confident in sport or who engage with a specific sport outside of school.</p> <p>Sport and activities provide opportunities for development of positive and healthy relationships are researched and planned to meet new Relationship, Sex, Health Education curriculum.</p>	<p>Employ specialist sports coach to work alongside the Sports TA in lessons to increase their subject knowledge and confidence in PE weekly lessons led by specialist coach with class teacher</p> <p>Send staff on courses provided by MSA to address gaps in confidence, skills or knowledge – audit need when MSA CPD programme available</p> <p>Ensure equipment and resources are available to support teaching of PE and sport</p> <p>PE leader and Sports TA to attend PE network meetings to further develop leadership knowledge</p> <p>PE leader to research and plan opportunities for further development of positive and healthy relationships</p>	<p>Rising Stars costs £4275</p> <p>MSA costs £1800 Supply costs £300</p> <p>Equipment costs £ 70</p> <p>MSA costs £1800 Supply costs £260</p> <p>Training costs £100 Supply costs £200</p>	<p>Sports TA worked alongside specialist coaches to deliver PE across the school. Sports TA increased knowledge and confidence particularly with teaching KS1/EYFS. Sports TA also able to assist and support coaches as they were more familiar and knowledgeable about particular children and groups.</p> <p>Specialist dance/gymnastics coach delivered high quality sessions for KS2. Coach able to provide lots of challenge particularly for upper KS2 and able to build on interest and attendance of clubs outside school. Staff able to observe and learn from specialist coach.</p> <p>Sports TA attended Active English/maths, gym &amp; safety, active play through storytelling and jump ahead courses</p> <p>Resources and equipment organized and stored for easy access – outdoor equipment in outdoor storage etc. Equipment also in cupboards organized with more frequently used</p>	<p>Continue Sports TA working alongside external coaches as working well.</p> <p>MSA membership continuing.</p>



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			<p>items (cones etc) at front.</p> <p>PE network meeting attended by PE coordinator. West Sussex PE conference attended by PE coordinator.</p> <p>Inclusive &amp; SEND PE course attended by PE coordinator.</p>	
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**Key indicator 4: Broader experience of a range of sports and activities offered to pupils.**

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increased range of sports offered through school so pupils try different sports they may wish to engage with outside of school.	<p>Consider new MSA festivals to broaden range of sports children can try and arrange attendance where suitable.</p> <p>Ensure different children are able to attend festivals – Maintain record of pupils participating in events.</p> <p>Offer Karate as an after school club. – parents to pay as in other after school clubs.</p>	MSA costs £1800	<p>All children in KS2 have attended a festival or competitive event this year. This has included netball, football, sports crew training, boccia, new age kurling, sports hall athletics, girls get active, cross country, badminton and cricket.</p> <p>Karate after school club attendance high.</p> <p>Football (Brighton &amp; Hove Albion and PE coordinator led), netball, multisports, karate, dance all</p>	<p>Continue to engage with MSA events and opportunities.</p> <p>Continue to monitor and ensure that all children in KS2 experience at least one festival or sporting opportunity.</p>



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			<p>offered as after school clubs.</p> <p>Sussex cricket delivered assembly and scheduled to deliver taster sessions for KS1 as well as block of teaching for Year 5/6 limited due to COVID.</p>	<p>Continue to engage with Sussex Cricket. We have a good relationship with them and are keen to ensure we make the most of our space and interest in cricket.</p>
<p><b>Key indicator 5: Increased participation in competitive sport to increase engagement and confidence in Y2-Y6.</b></p> <p>(MSA Festivals now have a competitive element at the end so more children can experience competitions. NEARS sports are now incorporated into MSA programme.)</p>				
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Pupils experience and increased number of competitions with other schools including other local small schools and larger schools to learn from others and further develop their own skills and key competencies.</p>	<p>Enter MSA competitions and festivals</p> <p>Maintain record of pupils participating in events</p>	<p>MSA costs £1800</p> <p>Sports TA and supply costs to accompany pupils to events £420</p>	<p>Our school teams have been competitive and children have enjoyed visibly seeing their progress and improved results – particularly in netball. School football team finished second in the NEARS football tournament (on goal difference!) and netball team came 4<sup>th</sup>.</p> <p>Sports Crew training and events planned to be delivered with another local school. Year 6 from each school were to plan and deliver sessions for the other school's KS1 children. This was postponed due to COVID.</p>	<p>Continue to make use of Sports TA specialist knowledge of netball. Continue to offer after school club and increase engagement with other year groups – club currently has a high number of Year 6 attending.</p> <p>Attempt to continue Sports Crew partnership in next academic year. Partner school have a well-developed Sports Crew system that we can learn from and use to develop.</p>



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## BOLNEY CE PRIMARY SCHOOL PE AND SPORT PREMIUM STRATEGY 2019-20

Meeting national curriculum requirements for swimming and water safety <b>2019-20 Y6 cohort 15 pupils</b>	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?	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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