



BOLNEY CE PRIMARY SCHOOL PE AND SPORT PREMIUM STRATEGY 2020/21

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 23RD 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"> • Very minimal behavioural issues during break time as breaks more structured by Sports TA. • Improved times tables knowledge in children targeted by Sports TA. • Daily Mile successful. Children actively look forward to participating. Children can link activity to improved mood, positivity and positive impact on focus. • Balanced curriculum, teachers and PE coaches teaching range of gymnastics, dance and games across all classes. | <ul style="list-style-type: none"> • Further develop Sports Teaching Assistant role to support learning through sport, particularly for children who need interventions – where possible given current bubble restrictions • Further development of independence of sports crew –Include Year 5 in training to ensure Sports Crew can continue each autumn term after previous Year 6 have left. • Sports Ambassador & Sports Crew to develop playground challenges to target and engage more children and to reduce behavioural & friendship issues at break times. • Continue to enter MSA competitions and workshops as this has increased engagement and confidence in Y2-Y6 • Further developing positive and healthy relationships through sport and activities to meet new Relationship and Health Education curriculum. • Ensure equipment is available to ensure high quality PE and activities are well resourced. • Monitor Rising Stars coaches and teachers to ensure high quality provision. |



Be the Best You Can,
Guided by God

BOLNEY CE PRIMARY SCHOOL
PE AND SPORT PREMIUM STRATEGY
2020/21

| | |
|--|--------------------------------------|
| Academic Year: 2020/21 | Total fund allocated: £16,883 |
| Carry forward from 2019/21 – due to partial school closure from COVID-19 pandemic March – July 2020 | £2,797 |
| Total funds available: | £19,680 |
| Spending | Costs |
| Sports Teaching Assistant | £10,629 |
| Rising Stars – sports coaches | £4275 |
| Dance teacher | £90 |
| Skipping workshop | £195 |
| Mid Sussex Active – sports partnership | £0 (2 years paid last year) |
| Adventure days | £1500 |
| Forest schools & lunchtime TA | £1000 |
| Supply cover – courses, training, monitoring, pupil development | £500 |
| Yoga Pretzel cards x 4 | £200 |
| Other – equipment, activities, training | £1291 |
| TOTAL | £19680 |



BOLNEY CE PRIMARY SCHOOL

PE AND SPORT PREMIUM STRATEGY

2020/21

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 impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|--|---|---|--|---|
| <p>Participating in physical activities during the school day outside of PE lessons.</p> | <p>Ensure 15 mins of walking each day for Y1-Y6 from September (Daily Mile).</p> <p>Support Sports Crew (Y5/6 pupils) to lead non ball based activities for younger pupils. Use strengths and interests of Sports Crew e.g. dance to set engaging challenges for younger class to engage with.</p> <p>Encourage teachers to take regular breaks from learning to include challenges in school day. Link to whole school PSHE focus, zones of regulation and mindfulness to encourage children to use exercise to self-regulate.</p> <p>Daily Mile taking place in all years (except Reception).</p> <p>Arrange skipping workshop (summer term) for all so Sports Crew can then implement at break time after the workshop.</p> <p>Arrange outdoor activities workshop/adventure day for Summer term.</p> <p>Gather children’s views through pupil voice questionnaire/school council/class council discussion to decide what activities the children would like to try.</p> | <p>Sports crew training through MSA</p> <p>£50 Yoga pretzels cards (pack per class)</p> <p>£195</p> <p>£tbc</p> | <p>PE leader to monitor. Children able to articulate the impact regular exercise has on their physical and mental wellbeing.</p> <p>Sports Crew challenges have high uptake and engagement. Class teachers/break duty TAs to monitor.</p> <p>Pupils are competitive and confident during skipping races on Sports Day.</p> <p>Pupil voice comments and feedback.</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. Target skills covered in PE lessons as well as follow interests of the children by encouraging Sports Crew to record and set challenges.</p> <p>Prioritise break time organisation with Sports Crew and Sports TA. Develop bank of games following Sports Crew training to ensure Sports Crew can work independently when Sports TA not available to assist them.</p> |



BOLNEY CE PRIMARY SCHOOL PE AND SPORT PREMIUM STRATEGY 2020/21

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 impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|--|--|---|---|---|
| <p>Physical activity is used to support learning in all year groups, particularly gross motor skills, phonics, spelling, grammar, punctuation and maths, improving learning outcomes.</p> <p>Key competencies and vision characteristic are developed through alternative sport provision.</p> | <p>Sports TA/PE coordinator to share active learning strategies with teachers/TAs to ensure more children have access to active learning games in interventions.</p> <p>Teachers incorporate active learning ideas in whole class teaching.</p> <p>Forest schools in Spring term for Y6 and summer term for Y5</p> <p>Pupil voice questionnaire to gauge children's interests.</p> <p>Alternative sports planned workshop in summer term</p> | <p>Sports TA funding £10629</p> <p>£853</p> | <p>Subject leader monitoring to show active learning strategies in place.</p> <p>Positive feedback from children.</p> <p>Increased cooperation and improved peer relationships.</p> | <p>Active learning ideas shared amongst staff so that teachers and TAs are able to implement within their class as well as Sports TA.</p> <p>TA with class during Forest school sessions in order to develop subject knowledge.</p> <p>Curriculum well planned and LTP considered in order to appeal to children's interests.</p> |



BOLNEY CE PRIMARY SCHOOL PE AND SPORT PREMIUM STRATEGY 2020/21

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 and 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 (when possible with current COVID restrictions on bubble mixing eased)</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. Ensure LTPs are checked and resources are available for teachers when required.</p> <p>Separate equipment into bubble groups so that all classes have a range of equipment needed and accessible.</p> <p>PE leader 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 – link to whole school development, Bolney characteristics, focus on zones of regulation and PSHE.</p> | <p>Rising Stars £4275</p> <p>MSA £0</p> <p>£156 + as needed</p> <p>MSA £0</p> <p>Supply cover costs</p> | <p>Subject leader monitoring of lessons and plans.</p> <p>Increased staff confidence and subject knowledge.</p> <p>Each teacher has the equipment required to set up and teach PE effectively. Staff feedback to subject leader</p> <p>Identified actions from network meetings</p> <p>Children display school values when taking part in PE.</p> <p>Children independently set personal challenges and are aware of the benefits of this focus rather than comparing themselves to others.</p> | <p>Staff to disseminate course materials/relevant information across school.</p> <p>Complete audit of equipment and ensure equipment useful for a multitude of games and activities are well stocked e.g. cones, hoops, beanbags, spots.</p> <p>PE leader up to date with current issues and developments in PE</p> <p>PE ethos well developed and embedded alongside PSHE/zones of regulation work.</p> |



BOLNEY CE PRIMARY SCHOOL PE AND SPORT PREMIUM STRATEGY 2020/21

| Key indicator 4: Broader experience of a range of sports and activities offered to pupils. | | | | |
|---|--|--|---|---|
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Offer workshops so that children can experience a range of sports and activities, particularly those not covered by curriculum.</p> <p>Take part in MSA virtual School Games online challenges.</p> <p>Take part in the Sussex Cricket Virtual schools cup</p> | <p>Pupil voice questionnaire to determine children's interests.</p> <p>Arrange adventure day/outdoor activity day.</p> <p>Arrange skipping workshop for summer term/when restrictions ease.</p> <p>Sports TA to run sessions with KS2.</p> | <p>£1500</p> <p>£195</p> <p>Sports TA funding £10629</p> | <p>Children choosing to take part in extra-curricular activity inspired by workshops.</p> <p>Increased resilience and confidence when taking on challenges/trying something new.</p> <p>Children in Year 5/6 confident during residential</p> | <p>Staff to consider whether adventure based activities can be adapted and included in PE lessons e.g. orienteering.</p> <p>Staff subject knowledge developed, impacting on quality of PE provision and range of opportunities offered.</p> |



BOLNEY CE PRIMARY SCHOOL PE AND SPORT PREMIUM STRATEGY 2020/21

| Key indicator 5: Increased participation in competitive sport to increase engagement and confidence in Y2-Y6. | | | | |
|--|---|---|--|--|
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Focus on personal best and self challenge. Competition between groups and schools currently very difficult with COVID restrictions.</p> <p>Sports crew to prioritise engaging all pupils and generating activities that will appeal to a wider range of children.</p> | <p>Sports Crew/Sports Leader challenges to provide opportunity for children to compete and engage with competition.</p> <p>Record challenges/activity ideas so that sports crew impact is not limited to upper KS2 during covid bubble restrictions.</p> <p>Increase PE sessions for KS2 to 5 hours per fortnight</p> | <p>MSA £0</p> <p>Sports TA funding £10629</p> | <p>Engagement in PE lessons from all children improved. Inactive and less confident children experience more success in PE.</p> <p>Increased activity and engagement in Sports Crew challenges from identified children. Reduced break time behavioural incidents.</p> | <p>Take suggestions from children about what sports/challenges they would like to see. Ensure there is a balance of competition challenges and participation/engagement activities with no competitive elements.</p> <p>Sports Crew to be mixed Year 5/6 children so that Year 5 children can continue activities/train others once Year 6 leave school.</p> |

| Meeting national curriculum requirements for swimming and water safety 2020-21 Y6 cohort 14 pupils | 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? | |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | |
| 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 |