

## Barnham Broom C of E VA Primary School Sports Premium 2018-19

| Key achievements to date:   | Areas for further improvement and baseline evidence of need:  |
|---|---|
| <p>2 members of staff completed NPECTS training to deliver high quality PE<br/>                     Training cascaded to other members of staff<br/>                     Increase in different sporting activities offered<br/>                     A wide range of sports activities offered every lunchtime<br/>                     Additional physical activities provided every break time and lunchtime<br/>                     Expertise from qualified coaches employed to deliver sessions to children<br/>                     Children benefit from a range of sporting role models<br/>                     Development of school staff to enhance outdoor and indoor activity including forest schools.</p> | <p>Continue to invest in succession planning and training for next PE lead<br/>                     Investigate New sports - badminton and volleyball</p> |

| Meeting national curriculum requirements for swimming and water safety   | Please complete all of the below: |
|--|-----------------------------------|
| <p>What percentage of your last Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br/> <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p> | 100%                              |
| <p>What percentage of your last Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>  | 100%                              |
| <p>What percentage of your last Year 6 cohort perform safe self-rescue in different water-based situations?</p>  | 100%                              |
| <p>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?</p>                                   | Yes/ <b>No</b>                    |

|  |  |   |  |                               |  |
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| <b>Academic Year:</b> 2018/19  |  | <b>Total fund allocated:</b> £ 17080  |  | <b>Date Updated:</b> Jan 2019 |  |
| <b>Key indicator 1:</b> 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:  |
|  |  |   |  |                               | 15%  |
| <b>School focus with clarity on intended impact on pupils:</b>   |  | <b>Actions to achieve:</b>  |  | <b>Funding allocated:</b>     | <b>Evidence and impact:</b>  |
| <p>Introduce a sports and fitness club run by school staff</p> <p>Impact:</p> <ul style="list-style-type: none"> <li>To provide a greater range of physical activity opportunities</li> <li>To encourage more children to get involved in physical activities</li> </ul> <p>Employ and develop additional playleader for lunchtimes to increase opportunities for more children to be involved in sustained activity at lunchtimes</p> |  | <p>Investigate which staff in school are willing to offer the club</p> <p>Encourage children to join the club</p> <p>Ensure information about the club is promoted with parents and that parents understand the benefits of their child attending the club.</p> <p>Run the club</p> |  | <p>£300</p> <p>£2300</p>      | <p>Fitness club offered – good uptake, further club offered next term.</p> <p>Quality of provision is higher therefore the impact on the children is greater - better uptake and children have sustained their interest and enthusiasm for the physical activity</p> |
|  |  |   |  |                               | Sustainability and suggested next steps:   |
|  |  |   |  |                               | <p>This is sustainable and could be expanded in accordance with demand.</p> <p>Sustainable with grant funding</p>  |

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| <b>Key indicator 2:</b> The profile of PE/SPA being raised across the school as a tool for whole school improvement   |  |  |  |                           | Percentage of total allocation:   |
|   |  |  |  |                           | 0%  |
| <b>School focus with clarity on intended impact on pupils:</b>  |  | <b>Actions to achieve:</b>   |  | <b>Funding allocated:</b> | <b>Evidence and impact:</b>   |
| <p>Role models - local sporting personalities and trained sports coaches to work with the children and staff so pupils can identify with success and aspire to be a local sporting hero.</p> <p>Improve facilities and range of equipment for children to use at school</p> |  | <p>Ascertain which local personalities the pupils relate to and invite them into school. Work with local youth sports groups to encourage partnerships</p> <p>Work with local sports coaches to engage the children in different sports and skills</p> <p>Increase range of sports equipment</p> |  | Self-funded               | <p>Work with sports coaches within specific PE lessons is having a positive impact on developing key skills and participating in a range of different sports and PE. Impact on all children</p> |
|   |  |  |  |                           | Sustainability and suggested next steps:  |
|   |  |  |  |                           |   |

| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |   |  |  | Percentage of total allocation:                 |
|---|---|--|--|---|
|   |   |  |  | 37%   |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:   | Funding allocated:                         | Evidence and impact:   | Sustainability and suggested next steps:        |
| <p>Member of staff to undertake training – NPECTS</p> <p>Member of staff to shadow and support PE lead, on the job training – succession planning</p> | <p>Attend NPECTS training</p> <p>Time in school – on the job training</p> | <p>(Already budgeted for)</p> <p>£6400</p> | <p>Member of staff is undertaking NPECTS and is working alongside existing playleader and PE leader, engaging in on the job training.</p> <p>Staff working alongside other professionals including sports coaches is increasing confidence and up-skilling key staff</p> <p>Training notes from events, meetings and courses on effective use of the sports premium.</p> | Continued CPD is sustainable with grant funding |

| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |  |                    |  | Percentage of total allocation:          |
|---|--|--------------------|--|--|
|   |  |                    |  | 47%                                      |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps: |
| <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p> | <p>PE leader to continue to work alongside other PE and sports professionals within the cluster and county to organise a range of competitive sporting events and to gain a broader perspective and further develop provision. (Release time and cover to be provided to attend cluster meetings and sports partnership meetings, events and training)</p> | £4000              | <p>PE leader works lunchtimes to increase physical activity during school day and engages less active children in activities</p> <p>PE leader works with cluster and other external partners to develop opportunities and provision for PE and sport</p> <p>PE leader and training member of staff teach all children across the</p> | Sustainable with grant funding           |

|   |   |       |   |  |
|---|---|-------|---|--|
| <p>Improve the facilities and range of equipment for the children to use at school to encourage physical movement – climbing, bending, stretching, jumping, hanging, traversing, balance, core strength, upper body strength - in addition to counting, taking turns and team play</p> <p>2 x Playleaders employed throughout lunchtimes to provide a range of sports and physical activities</p> | <p>Develop partnerships with external providers to come into school and enhance children's experiences and contacts with extra-curricular activities held at school and in the local area</p> | £1000 | <p>school and provide a broader range and more specialist provision for sports and PE activities than the class teacher is otherwise trained to provide</p>   | <p>Sustainable with grant funding - continued investment in gaining new equipment to vary the provision outdoors</p> <p>Sustainable with grant funding</p> |
|   | <p>Improve facilities for outdoor play including the climbing frame and trim trail.<br/>Additional markings on school playground – ludo board</p>   | £3000 | <p>Outdoor facilities improved so that children can engage in a range of activities on different equipment, targeting different skills and development</p> <p>Playleaders provide greater lunchtime provision as this has shown to have a great impact on children participating in focused and sustained physical activity</p> |  |

| <b>Key indicator 5: Increased participation in competitive sport</b> |  |                    |   | Percentage of total allocation:  |
|--|--|--------------------|---|--|
|  |  |                    |   | 0%   |
| School focus with clarity on intended <b>impact on pupils:</b>       | Actions to achieve:  | Funding allocated: | Evidence and impact:  | Sustainability and suggested next steps:   |
| Participation in competitive cluster and county events               | Train for and attend a variety of competitive events with the cluster and county sports partnerships (Release and cover to provide additional coaching, to attend events, transport and staffing for events) | Self-funded        | Children actively engaging in competitive sport at cluster level trying to reach county level | Sustainable with agreement from other schools - grant funding if any available to support the costs associated with this as school's revenue budget is extremely limited |