

**Burbage Junior School**  
**Evidencing The Impact Of The Primary PE And Sport Premium**

**2018/19 Premium**

For the academic year 2018/2019, Burbage Junior School has received approximately **£19,690**. We expect similar funding up to 2020.

Our school has chosen to effectively use this premium in ways outlined in the table below.

Please note that usage of the funding is evaluated and monitored. The premium's impact is measured and reviewed to ensure it is having positive effects. This evaluative process helps target new areas for directing funds in the future.

Name of school: **Burbage Junior School**

Academic Year: **2018-19**

In previous years, have you completed a self-review of PE, physical activity and school sport? **Yes**

Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? **Yes**

Is PE, physical activity and sport, reflective of your school development plan? **Yes**

Are your PE and sport premium spend and priorities included on your school website? **Yes**

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

<p>Key achievements to date <i>(for more of a detailed insight into the achievements, impact on pupils' outcomes as well as supporting evidence, please see the 'Evidence and Impact' column of the 2017/18 premium document):</i></p>	<p>Areas for further improvement and baseline evidence of need:</p>
<p><b>Key indicator 1:</b> <u>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</u></p> <ul style="list-style-type: none"> <li>• Successful implementation of the Daily Mile. All pupils taking part in an additional 15 minutes' worth of daily exercise.</li> <li>• Increased fitness levels amongst children.</li> <li>• Increased enthusiasm amongst our pupils towards PE and sport.</li> <li>• Our least active target children are more active in PE lessons.</li> <li>• Increased progress and attainment against PE KS2 NC end of year standards.</li> <li>• Teacher interviews have revealed improved attitudes to learning and increased attainment in other curriculum areas as a consequence of boosting daily activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Although the Daily Mile has proven to be very successful, interviews with pupils have revealed that not all pupils enjoy running. Over the year, 'The Daily Mile' will therefore be transitioned into The Daily Boost'. The 'Boost', like the 'Mile', also provides the additional 15 minutes of exercise each day for pupils however it allows pupils to engage in wider forms of exercise e.g. walking, skipping, walking whilst bouncing basketballs etc. To keep pupils engaged, we will start off with half a term's worth of running (continuing 'the Daily Mile') before transitioning to a new boost activity after half term. Sports leader questionnaires can inform the 'Boost'. Going forwards, we will continually alternate between a half term block of 'The Daily Mile' followed by a half term block of a new activity in 'The Daily Boost'.</li> <li>• H&amp;BSSPAN will be offering a Daily Skipping Project as part of their 2018/19 Buy In Package. This can be tied into our 'Daily Boost' as through the scheme, the H&amp;BSSPAN will support us to embed daily skipping activities into our timetable.</li> <li>• To implement a further 15 minutes' worth of daily activity, the ClassMoovers project will allow all classes to engage in yoga/strength exercises inside their classrooms. Sessions are 5 minutes in length (to be run 3 times a day). This will also count as a 'Boost Activity'.</li> <li>• A travel survey has revealed that 28% of children still make the journey to school by car. An Active Travel Scheme will be implemented.</li> </ul>

**Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement

- A greater variety of extra-curricular clubs were put on offer.
- Implementation of sports leaders has been a considerable success.
- Sporting promotion and celebration assemblies have encouraged more students to participate in extra-curricular sports and competitions (including target groups).
- Assemblies linked to character statements have helped to embed this wider school agenda amongst the children.
- Increased physical activity levels and improved attitudes towards PE and sport, especially amongst our least active cohort.
- Our least active target children are more active in PE lessons.
- Increased progress and attainment against PE KS2 NC end of year standards.
- Improving attitudes to learning and increasing attainment across the curriculum.
- Pupils are more focused in lessons and there were fewer behaviour issues.

- In order to increase physical activity and attendance, the premium will be used to fund early morning sports club places for our least active children/those children with low attendance. 10 children (identified from attendance registers and sports participation surveys) will be funded to attend two early morning sessions a week with RD.
- 4 pupils from Year 5 to attend the Sports Leadership Course in 2018/19. After the course and receiving the Playmakers Award, the 4 pupils will be able to work alongside the existing 4 sports leaders who will have moved up into Year 6 to help both promote/celebrate sporting competition as well as to deliver targeted sessions to our least active cohort. Sports participation surveys have helped identify 18% of our cohort as having low activity levels. The leaders will work with 8 of these individuals at a time to help increase their activity levels and ease their transition into wider extra-curricular sport.
- To further enhance the image of sport/PE at Burbage Juniors, the subject leader will work with H&BSSPAN to introduce whole school initiatives which promote a greater variety of sporting opportunities to all pupils. 'Inactive Young People Physical Activity Festivals' and the 'Physical Activity Passport Scheme' will be investigated.

**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

- Increased confidence amongst teaching staff with delivering high quality lessons with a positive effect on pupil outcomes.
- Improved attitudes towards PE as well as an increase in the attainment of pupils.
- Through attendance at subject leader network meetings, subject leader was made aware of updates in the subject and new health and sport initiatives, which are being applied into our PE and sport delivery.
- Teachers supporting each other has allowed best practice to be

- Two members to undertake the Level 3 gymnastics qualification (afPE accredited). Staff to feedback training to whole staff. Evidence of need: teacher confidence survey, lesson observations, TA data and pupil interviews.
- Sport leader questionnaires have provided information on which sports children would like included in our extra-curricular delivery. There is a need to provide R.D/teachers/TAs with training (both in house and external courses) to enable them to lead these clubs.
- In order to increase the engagement of our least active cohort, one TA

<p>shared.</p>	<p>(BB) will be supported in growing her confidence to work with targeted groups of learners within PE lessons and to lead targeted extra-curricular clubs (evidence of need: least active pupils identified via the sports participation survey, TA data and a need to lower behavior incidents on the playground at lunchtimes).</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p> <ul style="list-style-type: none"> <li>○ More variety in our extra-curricular provision.</li> <li>○ Sports participation surveys and club registers have shown an increase in numbers involved in extra-curricular sports.</li> <li>○ Pre and post intervention pupil interviews have evidenced improved attitudes towards PE and sport, as well as increased fitness levels across our least active cohort.</li> <li>○ Pupils from these interventions have transitioned into wider extracurricular sporting clubs.</li> <li>○ There has been a strengthening of links between the school and local community clubs.</li> <li>○ Pupil interviews and participation surveys have shown an increase in involvement in community clubs.</li> <li>○ Playground behaviour logs have revealed a decrease in behaviour incidents at lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>○ Funding BB at lunchtimes to work alongside identified target groups of least active pupils/pupils with behaviour issues (see above).</li> <li>○ Look to introduce a wider selection of targeted interventions to increase the physical activity levels of our least active cohort, with the aim of transitioning the group into wider extra-curricular sporting activities (target children to be identified from sports participation surveys and through discussions with teachers).</li> <li>○ Providing R.D/teachers/TAs with training (both in house and external courses) to enable them to lead extra-curricular clubs which the children want to participate in (evidence of need: sports leader questionnaires).</li> </ul>

<p><b>Key indicator 5: Increased participation in competitive sport</b></p> <ul style="list-style-type: none"> <li>○ An increase in the number of Level 2 competitions entered as well as local friendlies arranged.</li> <li>○ An increase in the number of our children involved in Level 2 and local, friendly competitions (including our least active children).</li> <li>○ Improved attitudes and increased enthusiasm towards competitive sport (especially amongst our least active population and SEND pupils).</li> <li>○ Links strengthened between competitive sport and the school's character strengths. Students understand that perseverance can be shown in competition and that sport enhances positive traits such as resilience (sports achievement assemblies and pupil interviews will evidence this).</li> </ul>	<ul style="list-style-type: none"> <li>○ 62% of pupils yet to represent the school in inter-school competition.</li> <li>○ Enter a greater number of B and C teams into Level 2 H&amp;BSSPAN sporting competitions to maximize participation in competitive sport (sports participation surveys to inform our selection for these teams – focus on the least active cohort).</li> <li>○ Set up friendly competitions with local schools in order to facilitate a pathway for our least active children to transition into inter-school competition (to occur after targeted intervention sessions).</li> <li>○ Introduce the 'Year Group Cup' to boost intra-school participation.</li> <li>○ Introduce more competitive sports for girls – sports participation surveys and sports leader questionnaires have revealed this.</li> </ul>
<p><b>Key Indicator 6: Additional Swimming to meet national curriculum requirements for swimming and water safety</b></p> <ul style="list-style-type: none"> <li>● 88% of Year 6 pupils in April 2018 could swim competently, confidently and proficiently over a distance of at least 25m.</li> <li>● 75% of Year 6 pupils in April 2018 could swim a range of strokes effectively.</li> <li>● 94% of pupils in April 2018 could perform a safe self-rescue in different water base situations.</li> <li>● Booster intervention week improved the progress of all of the targeted children against the NC end of KS2 swimming standards</li> <li>● Staff have grown in confidence with delivering swimming through the sharing of best practice.</li> </ul>	<ul style="list-style-type: none"> <li>● With the success of the week's worth of intensive Year 6 intervention last year, extend this in 2018/19 to two weeks intensive intervention (every lunchtime). The first week will focus on boosting a small group of Year 5 children who are falling behind the KS2 swimming standards with the second week (as last year) focusing on a group of Year 6s who are falling behind the KS2 swimming standards. Focusing on these Year 5 children now as well as next year, will give them more of a chance of making the KS2 standards by April of 2020. TA data will be used to select children in the Spring Term.</li> <li>● Staff confidence survey has identified members of staff who need to further increase their confidence and skills in order to help them deliver high quality swimming lessons to increase children's progress and outcomes.</li> </ul>

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 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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes <i>See Key Indicator 6.</i>

\*This information will be published in April 2019, just before the publication deadline. Please see the document entitled '[Evidencing the Impact of The Primary PE and Sport Premium 2017 18 Burbage Juniors](#)' for end of 2017/18 swimming data.

## 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: £ 19,690	Date Updated: 28 <sup>th</sup> September 2018	
<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: £7,100 = 36%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- Increase the number of pupils meeting the CMO guidance of at least 30 minutes of physical activity a day in school.	- Implement the 'Classroom Moovers' initiative – giving all children an extra 15 minutes of additional activity a day. 5 minute activity videos shown 3x daily (led by class teachers).	£100	- All pupils involved in 15 minutes of additional activity every day.	- 'Classroom Moovers' firmly embedded in school day.
	- Continue the daily mile/daily boost to get all pupils undertaking at least 15 minutes of additional activity per day. - Staff to participate alongside the children to encourage engagement. - Install specialised track onto the grounds to widen the route beyond the playground, adding variety but also allowing the 'boost' to continue into the wetter months.	£7,000 (This money will be used alongside the Healthy Pupils Capital Fund to install the track.)	- All pupils involved in 15 minutes of additional activity every day. Evidenced by photos and also the online 'Boost Tracker').	- Daily mile/boost firmly embedded in the school day. - Mile/boost will be able to continue going forwards if funding stops. - KA and SB to look into the possibility of using the school grounds to host a local community, 2 kilometer junior park run once a month.

	<p>- Introducing an Active Travel Scheme. Purchasing a travel pack will provide each class teacher with resources to promote and run a month long walk to school campaign.</p> <p>- Assembly to launch each campaign.</p> <p>- Classes to record the numbers who walk each day. Competition across classes.</p>	<p>H&amp;BSSPAN Pupil Health &amp; Wellbeing Offer 2</p>	<p>- Baseline recording of children's transport methods to and from school.</p> <p>- Daily records within each class will show an increase in the amount of children walking to and from school.</p>	<p>- Campaign will be run in four target months over the year.</p> <p>- Potential for competition amongst local schools.</p> <p>- Promote other non-fossil fuel transportation means. Look to purchase a pool of communal scooters to be used by PP/least active pupils.</p>
	<p>- Daily Skipping Project. H&amp;BSSPAN will support us to embed daily skipping activities into our timetable.</p> <p>- Skipping ropes will be provided to pupils to practice their skills over a period of time to develop fitness and co-ordination.</p>	<p>H&amp;BSSPAN Pupil Health &amp; Wellbeing Offer 2</p>	<p>- Pupil interviews to relay how the project will have improved their fitness levels.</p>	<p>- Project will be linked to a growth mind-set and goal setting workshop.</p>
			<p><b><u>Wider Evidence and Impact (Key Indicator 1):</u></b></p> <p>- Photos will evidence the boost in daily activity achieved through these initiatives.</p> <p>- Pupil interviews will reveal an</p>	<p><b><u>Further Points:</u></b></p> <p>- Complete the Active Planner tool (as part of the School Games' Mark 2018/19) to help highlight areas of inactivity</p>

			<p>increase in fitness levels across the Key Stage as well as an increase in enthusiasm towards PE and sport.</p> <ul style="list-style-type: none"> <li>- Our least active target children will be more active in PE lessons (pupil interviews, lesson observations and TA data).</li> <li>- Analysis of TA data will reveal that pupils are making improved progress against PE KS2 NC end of year standards.</li> <li>- Increased attainment in PE: a greater % of pupils will be meeting/exceeding end of Year KS2 standards.</li> <li>- Teacher interviews will reveal improved attitudes to learning and increased attainment in other curriculum areas as a consequence of boosting daily activity.</li> </ul>	<p>during the school timetable and to produce suggestions for raising activity levels.</p> <ul style="list-style-type: none"> <li>- Attend local subject network meetings as part of H&amp;BSSPAN in order to become aware of new health and well-being initiatives to further enhance pupils' daily activity levels.</li> </ul>
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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: £2390 = 12%
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>- Raising the profile of PE and sport through the running of an inclusive extra-curricular physical activity programme to positively impact on behaviour (both on the playground and in lessons), to increase physical activity and to boost academic achievement (sports coaches and staff working alongside each other).</p>	<p>- R.D and staff members to run a broad and varied, extra-curricular, physical activity programme. The provision will be adapted frequently to meet the needs/requests of pupils and will also target our least active children (see Key Indicator 4 for more detail).</p>	<p>- See K.I.4</p>	<p>- See K.I.4</p>	<p>- See K.I.4</p>
	<p>- Fund early morning sports club places for least active children/those children with low attendance.</p> <p>- 10 children (identified from attendance registers and sports participation surveys) to be funded to attend two early morning sessions a week with RD.</p>	<p>£2340</p>	<p>- Increased physical activity levels amongst this target group.</p> <p>- Improved attendance and increased performance academically in their lessons (teacher interviews).</p>	<p>- Look to develop the early morning club into a breakfast sporting club – pupils to have a healthy breakfast in addition to engaging in early morning exercise. This will emphasise the importance of how a healthy breakfast kick starts the day and how it can lead to increased concentration and attainment in lessons.</p> <p>- Encourage this target group into wider extracurricular activities.</p>
<p>- To promote and celebrate PE and sport at Burbage Junior School in order to increase physical activity uptake and to build links to the</p>	<p>- 4 Year 5 pupils to attend the Primary Leadership Conference –</p>	<p>£50</p>	<p>- Sporting promotion and celebration aspect of leader</p>	<p>- Sporting promotion/achievement</p>



	<ul style="list-style-type: none"> <li>- Implement the 'Physical Activity Passport Scheme'.</li> <li>- A year-long challenge for all pupils to record school based physical activity (linked to events and competitions throughout the year and pupil rewards).</li> </ul>	<p>H&amp;BSSPAN Pupil Health &amp; Wellbeing Offer 2</p>	<ul style="list-style-type: none"> <li>- Passports will allow children to track their involvement and will encourage them to fill more of the book up.</li> <li>- Rewards based structure will encourage pupils to increase their school based physical activity. Links made between sporting endeavour/trying new activities and our character statements e.g. perseverance, confidence etc.</li> <li>- An increase in participation in extra-curricular clubs and competitive sporting competitions (including our least active children).</li> <li>- Scheme will raise the profile of PE and sport across the school and change children's perceptions of it. Pupil and teacher interviews will evidence this.</li> </ul> <p><b><u>Wider Evidence and Impact (Key Indicator 2):</u></b></p> <ul style="list-style-type: none"> <li>- Photos, pupil interviews and sporting participation surveys will evidence the increased physical activity levels.</li> <li>- Our least active target children will be more active in PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Passport to be repeated next year.</li> <li>- Children's progress to be rewarded in sports leader assemblies.</li> </ul> <p><b><u>Further Points:</u></b></p> <ul style="list-style-type: none"> <li>- The SLT has seen the benefits of the raised profile of PE and is committed to funding the extra-curricular programme and promotion/celebration aspects if the Primary PE and Sport Premium is discontinued.</li> </ul>
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		<p>(pupil interviews, lesson observations and TA data).</p> <ul style="list-style-type: none"> <li>- Analysis of TA data will reveal that pupils are making improved progress against PE KS2 NC end of year standards.</li> <li>- Increased attainment in PE: a greater % of pupils will be meeting/exceeding end of Year KS2 standards.</li> <li>- Teacher interviews will reveal how increased physical activity is improving attitudes to learning and increasing attainment across the curriculum. Pupils will be more focussed in lessons and there will be fewer behaviour issues.</li> <li>- Playground behaviour logs will reveal a decrease in behaviour incidents.</li> </ul>	<ul style="list-style-type: none"> <li>- Following on from the targeted sporting promotion schemes, sustain our least active pupils' participation in wider extra-curricular activities.</li> <li>- Strong links developed with community clubs. Consequently, the school can signpost our children to these organisations.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£900 = 5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To upskill staff members in order to improve the progress and achievement of all pupils.</p> <p>To increase the progress and attainment of pupils against NC Key Stage 2 Dance targets. (Evidence of need: PE assessment data for pupil attainment in dance, teacher confidence/skill survey – 7 members of staff wanted to improve their confidence with teaching dance, lesson observations and pupil surveys).</p> <p><i>For staff CPD in swimming, please see Key Indicator 6.</i></p>	<ul style="list-style-type: none"> <li>- Two staff members to undertake the Level 3 gymnastics qualification (afPE accredited).</li> <li>- Staff to feedback training to whole staff.</li> </ul> <ul style="list-style-type: none"> <li>- Professional development in subject leadership for PE subject leader.</li> <li>PE subject leader network meetings with colleagues at local schools to encourage ongoing sharing of good practice across schools.</li> <li>PE subject leader to provide updates throughout the year in staff meetings.</li> </ul>	<p>£200</p> <p>Costs included in the H&amp;BSSPAN School Buy In Offer 2 Package.</p>	<ul style="list-style-type: none"> <li>- Dance lesson observations will reveal developed teaching confidence and good or better progress over the course of a lesson.</li> <li>- Compare baseline dance data to post course and implementation data (comparison of assessment trackers, confidence surveys and pupil interviews). A good amount of progression will highlight improved confidence in the teaching of the subject as well as an increase in the skills, knowledge and understanding of pupils.</li> <li>- Subject leader will be more confident when undertaking lesson observations/overseeing team teaching projects – able to provide effective feedback and lead discussions.</li> <li>-Subject leader will network with other local schools, allowing best practice to be shared.</li> <li>- Subject leader will be aware of updates in the subject and new health and sport initiatives, and</li> </ul>	<ul style="list-style-type: none"> <li>- PE subject leader to continue going forwards with staff confidence surveys, observations, pupil interviews and analysis of data in order to identify further staff who need support and to provide appropriate professional learning.</li> <li>- Team teaching to become regular practice.</li> <li>- As a result of the set-up of wider extra-curricular sports (due to training) links will be made to follow up sporting competitions.</li> <li>- BB can upskill other colleagues – thus supporting other members of staff to feel confident in delivering PE and sport both within and outside the curriculum.</li> <li>- Target pupils will transition into wider extra-curricular activities, following on from the TA led group.</li> </ul>

	<p>- PE subject leader to plan and undertake supportive lesson observations to look at teaching, learning and assessment in physical education. Supply cover needed for this.</p> <p>PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject. Supply cover needed for this.</p>	<p>£200 for supply to cover.</p>	<p>will be able to apply these into Burbage Junior School's PE provision.</p> <p>- Increased confidence amongst staff at delivering effective lessons.</p> <p>- Improved attitudes towards PE as well as an increase in the attainment of pupils.</p>	
	<p>- Arrange team teaching opportunities (pairs of teachers observing one another as well as planning, delivering and assessing lessons) in order to share good practice and develop the quality of teaching, learning and assessment. Form pairs through analysis of data, skills/confidence surveys, observations and pupil interviews. Supply cover needed for this.</p>	<p>£200 for supply to cover.</p>	<p>- Good practice shared between colleagues (see lesson notes).</p> <p>- Teachers supporting each other will led to an increase in confidence as well improved teaching and learning in PE across the school (see surveys, observations and data).</p>	

	<ul style="list-style-type: none"> <li>- Providing sports coaches/teachers/TAs with training (both in house and external courses) to enable them to lead extra-curricular clubs which the children want to participate in (see K.I.3).</li> <li>- Use sports leader questionnaires to know which clubs to generate. Identify staff to run these clubs and build their teaching knowledge of the designated sport through an afPE accredited course.</li> </ul>	<p style="text-align: center;">£200</p>	<ul style="list-style-type: none"> <li>- Increased numbers of children involved in extra-curricular sport (registers/sports participation survey)</li> <li>- Improved attitudes towards fitness and sports (pupil interviews).</li> </ul>	
	<ul style="list-style-type: none"> <li>- Focus on supporting B.B in growing her confidence to work with targeted groups of learners within PE lessons and to lead extra-curricular clubs with a targeted group and a specific focus.</li> <li>- RD to upskill BB as well as sending BB on an appropriate afPE accredited course.</li> </ul>	<p style="text-align: center;">£100</p>	<ul style="list-style-type: none"> <li>- A closing of the gap between the target group and others in the class (evidenced by lesson observations, data and pupil interviews).</li> <li>- BB will introduce new lunchtime extra-curricular clubs to involve and boost the fitness levels of our least active children/children with behavioural issues (pre and post pupil questionnaire surveys will reveal a positive change in this group's attitudes towards PE and sport. Registers will evidence their participation). See K.I.4 for more information.</li> <li>- Fewer behaviour incidents at</li> </ul>	

			<p>lunchtimes.</p> <p><b><u>Wider Evidence and Impact (Key Indicator 3):</u></b></p> <ul style="list-style-type: none"> <li>- Improved staff confidence and higher quality teaching and learning within PE lessons.</li> <li>- Increased activity levels (including target children). Our least active target children will be more active in PE lessons (pupil interviews, lesson observations and TA data).</li> <li>- Analysis of TA data will reveal that pupils are making improved progress against PE KS2 NC end of year standards.</li> <li>- Increased attainment in PE: a greater % of pupils will be meeting/exceeding end of Year KS2 standards.</li> </ul>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				£7170 = 36%
<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>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>- Using sports participation surveys to offer a wider range of sports and activities in order to increase participation amongst all of our pupils.</li> <li>- Focus particularly on those pupils who do not take up additional PE and sport opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Sports leaders to carry out class questionnaires on a termly basis to identify demand for different sporting clubs.</li> <li>- Run the sports participation survey on a termly basis to identify our least active cohort.</li> </ul>		<ul style="list-style-type: none"> <li>- Sports participation surveys to evidence an increase in numbers involved in extra-curricular sports.</li> <li>- Pre and post intervention pupil interviews to evidence improved attitudes towards PE and sport, as well as increased fitness levels.</li> <li>- Pupils transitioning into wider extracurricular sporting clubs as a</li> </ul>	<ul style="list-style-type: none"> <li>- Sports leaders to continue to carry out the class questionnaires to help inform our provision and further broaden the sports on offer.</li> <li>- Sports participation survey to continue termly, helping highlight new target groups.</li> <li>- Intervention blocks provide</li> </ul>

	<p>- R.D and staff members to run a broad and varied extra-curricular physical activity programme. Sports leader questionnaires to inform the sports which are delivered.</p>	<p>£3900</p>	<p>result of targeted intervention (participation surveys and registers to evidence this).  - A strengthening of links between the school and local community clubs.  - Pupil interviews and participation surveys to show an increase in involvement in community clubs.</p>	<p>pathways for our least active children to transition into wider extracurricular sporting clubs.  - A strengthening of links between the school and local community clubs.  - Signposting our SEND pupils to local Inclusive Clubs.  - New sporting competitions to</p>
	<p>- Funding BB at lunchtimes to work alongside identified target groups of least active pupils/ pupils with behaviour issues. A range of inclusive activities (pupil-informed) will be carried out e.g. curling. See Key Indicator 3.</p>	<p>£1950</p>	<p><b><u>Wider Evidence and Impact (Key Indicator 4):</u></b>  - Competition records to evidence an increase in the number of children - including our least active groups - involved in competitive sport both at an intra and an inter school level (linked to K.I.5).  - Our least active target children will be more active in PE lessons (evidenced by pupil interviews, lesson observations and TA data).  - Analysis of TA data will reveal that pupils – including our least active cohort - are making improved progress against PE KS2 NC end of year standards.  - Increased attainment in PE: a greater % of pupils will be meeting/exceeding end of Year KS2 standards.  - Teacher interviews will reveal</p>	<p>be entered on the local sporting calendar as a result of the widening of our extra-curricular provision (these will become annual events). See K.I.5.  - Sporting competitions to be set up following the targeted intervention sessions (e.g. tennis, curling etc. competitions with local schools).  - Whilst the funding continues, more children will attend the sports leadership course in 2019/20, however sports leaders this year will upskill and train a group of Year 4 students who will then be able to become more actively involved in leadership next year.  - Staff to work alongside external coaches in sessions in order to allow for the</p>
	<p>Sports leaders (see K.I.2) to deliver physical activity sessions to our least active students.  - Sports leaders to plan and deliver sessions using their training from the conference, information from sporting questionnaires and through discussion with R.D.  - Leaders to deliver sessions every Monday lunchtime, working with the same group of 8 inactive Year</p>	<p>See K.I.2</p>	<p>how increased physical activity is improving attitudes to learning and increasing attainment across</p>	

	<p>3 pupils over the course of 6 weeks.</p> <ul style="list-style-type: none"> <li>- Every six weeks, leaders move on to work with a different inactive group of 8 pupils in the Year above.</li> <li>- Target children identified from sports participation surveys and through discussions with teachers.</li> </ul> <ul style="list-style-type: none"> <li>- Introduction of an Energise Club.</li> <li>- Specialist coach will support our staff to run a 6 week activity programme targeting 15 of our least active Year 4 children.</li> <li>- Aim of the intervention is to increase physical activity levels and to transition the group into wider extra-curricular sporting activities.</li> <li>- Target children identified from sports participation surveys and through discussions with teachers.</li> </ul>	<p>£250</p>	<p>the curriculum. Pupils will be more focussed in lessons and there will be fewer behaviour issues.</p> <ul style="list-style-type: none"> <li>- Playground behaviour logs will reveal a decrease in behavior incidents.</li> </ul>	<p>transition of skills and an increase in confidence levels amongst staff when delivering such activities in the future.</p> <ul style="list-style-type: none"> <li>- Staff members who deliver activity sessions will work together and share good practice with all staff. This will lead to better confidence when it comes to delivering extra-curricular sports and furthermore, more staff will be keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</li> </ul>
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	<p>- N.G (coach at local Heart of England Boxing Club) to deliver a block of sessions, coaching non-contact Olympic style boxing to a target group.</p> <p>Children selected through discussions with class teachers – those pupils whose behaviour, attainment and classroom concentration could benefit as a result of the initiative.</p> <p>- Funding R.D. in the Spring Term to deliver an after school badminton club to 12 inactive Year 4 girls.</p> <p>- Children selected from analyzing sports participation surveys and through discussions with classroom teachers.</p> <p>- Badminton selected by the group of 12 target children.</p> <p>- Funding P.L (coach at Stoney Stanton Table Tennis Club) to run 2 x 6 week blocks of intervention (first block with 10 inactive Year 5 pupils, second block with 10 inactive Year 6 pupils).</p> <p>- Children selected from analyzing sports participation surveys and</p>	<p>£120</p> <p>£240</p> <p>£360</p>		
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	<p>through discussions with classroom teachers.</p> <p>- Providing R.D/teachers/TAs with training (both in house and external courses) to enable them to lead extra-curricular clubs which the children want to participate in (see K.I.3).</p> <p>- Equipment will be purchased to support the running of existing and new extra-curricular clubs (in discussion with teachers and sports coaches).</p>	<p>See K.I.3</p> <p>£350</p>		
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p> <p><b>£1630 = 8%</b></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>- To introduce additional competitive sports (identified by pupils in sports leader questionnaires) in order to engage more children, including our least active cohort (see K.I.2/4).</p> <p>- To increase the number of our children who are involved in competitive sport at both an intra and inter competition level (including our least active cohort).</p>	<p>- Enter a greater number of Level 2 H&amp;BSSPAN sporting competitions</p>	<p>£400 (costs to host events/transport to and from competitions)</p> <p>£1200 (H&amp;BSSPAN)</p>	<p>- Competition records &amp; photos to evidence an increase in the</p>	<p>- Competitions to become annual events.</p> <p>-Links forged with local schools to carry on into the future.</p> <p>- A strengthening of links between the school and local community clubs.</p> <p>- A Years 3&amp;4 Girls' football club to be run in addition to the Years' 5/6 club to get more</p>

<p>- To engage more girls in inter/intra school teams particularly those who are part of our least active cohort (evidence of need: sports participation surveys).</p> <p>- To engage more of our SEND pupils in inclusive sporting competitions.</p> <p>- To link competitive sport within the school to Burbage Junior's character statements (e.g. resilience, focus etc).</p>	<p>to create an inter-school competitive pathway from our extra-curricular clubs. Use the H&amp;BSSPAN Level 2 competition calendar in conjunction with questionnaires to inform the extra-curricular clubs we put on in order to facilitate this pathway.</p> <p>- A,B and C teams to be entered into competitions to maximize attendance.</p> <p>- Arrange friendly competitions over a variety of sports with local Hinckley Area schools.</p> <p>- Following on from the targeted interventions identified in K.I.4 ( Yr 4 badminton club, Energy club, boxing, TA lunchtime sessions, tennis, badminton and sports leader interventions), set up local friendly competitions with local schools in order to facilitate a pathway for our least active</p>	<p>Pupil Health &amp; Wellbeing Offer 2 – competition entry fees included in this package)</p> <p>Contacts between local schools formed through buying into the H&amp;BSSPAN Pupil Health &amp; Wellbeing Offer 2</p> <p>See above costs relating to the hosting of events and transport.</p>	<p>number of Level 2 competitions entered.</p> <p>- Records and sports participation surveys to also evidence an increase in the numbers of our children involved in Level 2 competitions.</p> <p>- Competition records &amp; photos to evidence an increase in the number of local, friendly competitions entered.</p> <p>- Records and sports participation surveys to also evidence an increase in the numbers of our children involved in these friendlies.</p> <p>- A greater percentage of our least active cohort will be involved in inter-school competitive sport (evidence: competition records, sports participation surveys and photos).</p> <p>- Pupils transitioning into wider extracurricular sporting clubs and</p>	<p>of our girls engaged in competitive sport.</p> <p>- Signposting our SEND pupils to local Inclusive Clubs.</p>
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	<p>children to transition into inter-school competition.</p> <ul style="list-style-type: none"> <li>- Introduce the 'Year Group Cup'.</li> <li>- RD and subject leader to create a fixture list of competitive intra-school matches, where classes within the same year group compete against each other over the year at football, tag rugby and athletics (sports day).</li> <li>- Each class to be subdivided into three smaller groups to enable differentiation within the competition format: children with similar abilities will compete against each other.</li> <li>- Sports leaders to promote and celebrate the competition.</li> <li>- End of year presentation to the winning class in each year group.</li> </ul> <ul style="list-style-type: none"> <li>- Y.B and B.Be to work alongside R.D (sports coach) to develop the Years 5/6 football team.</li> <li>- Weekly lunchtime training sessions.</li> </ul>	<p>£30 (purchase of four shields or trophies).</p> <p>See equipment costs (K.I.4) + see above costs relating to the</p>	<p>Level 2 inter-school competitions as a result of these friendly competitions (R.D. and staff to facilitate this). Evidence: competition records, sports participation surveys and photos.</p> <ul style="list-style-type: none"> <li>- All children will be involved in competitive intra-school sport.</li> </ul> <ul style="list-style-type: none"> <li>- The number of girls involved in practice will be recorded as will the number of girls who have represented the school in matches.</li> </ul>	
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	<ul style="list-style-type: none"> <li>- Purchase 30 more size 4 footballs.</li> <li>- Enter the Level 2 H&amp;BSSPAN Year 5/6 Girls' Football Competition.</li> <li>- Arrange friendly matches with local schools.</li> </ul> <ul style="list-style-type: none"> <li>- Enter a greater amount of inclusive H&amp;BSSPAN inter-school sporting events (parallel athletics, multi-sports day etc.).</li> </ul>	<p>hosting of events and transport.</p> <p>See above costs relating to the hosting of events and transport.</p>	<ul style="list-style-type: none"> <li>- There will be an increase in the number of girls who are playing competitive sport at both an intra and inter school level (evidence: club registers, photos, sports participation surveys and competition records).</li> </ul> <ul style="list-style-type: none"> <li>- There will be an increase in the number of our pupils – who have SEND – representing the school in competitive sport. (evidence: photos, sports participation surveys and competition records).</li> </ul> <p><b><u>Wider Evidence and Impact (Key Indicator 5):</u></b></p> <ul style="list-style-type: none"> <li>- An improved attitude to learning amongst pupils within curriculum invasion game lessons as well as greater progress and attainment in this area (lesson observations, pupil interviews and TA data).</li> <li>- Improved attitudes and increased enthusiasm towards competitive sport (especially amongst our least active population and SEND pupils).</li> <li>- Links strengthened between</li> </ul>	
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			competitive sport and the school's character strengths. Students understand that perseverance can be shown in competition and that sport enhances positive traits such as resilience (sports achievement assemblies and pupil interviews will evidence this).	
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Key Indicator 6: Additional Swimming to meet national curriculum requirements for swimming and water safety				Percentage of total allocation:
				£500 = 3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- To ensure all existing swimmers increase their attainment by 10 meters thus increasing their confidence in water.</li> <li>- All remaining non swimmers to achieve 25 meters thus meeting the statutory requirements of the NC for PE.</li> <li>- To develop children's style and technique to ensure that they use the full range of strokes effectively.</li> <li>- To ensure all pupils can perform safe self-rescue over a varied distance in different water-based situations, so that they are confident and safe in water.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide additional, targeted swimming provision to pupils not able to meet the swimming requirements of the National Curriculum.</li> <li>- Implement a week's intensive lunchtime course to a small group of Year 5 children not meeting the end of KS2 swimming standards, followed by a second week focusing on a small group of Year 6s for the same reason.</li> </ul>	£100	<ul style="list-style-type: none"> <li>- Children will have more confidence in the water: they will increase the distance over which they can swim, they will develop their technique across the stroke range and they will improve their rescuing skills (ensuring that they are safe in water).</li> <li>- TA swimming data to evidence progression over the period of intervention.</li> <li>- Publish swimming data online by April 2019 to show Year 6 attainment against the NC swimming outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- SLT will see the benefit of the additional provision and teacher CPD in swimming and therefore they will commit funding to this area in the future.</li> <li>- The teachers will work together to ensure all staff involved are confident and secure in teaching swimming.</li> <li>- Upskilling staff to enhance the provision of inclusive activities for our SEND pupils within swimming lessons.</li> </ul>

	<p>- 4 members of staff to complete both modules of the National Curriculum Training Programme (NCTP). Evidence of need: teacher confidence survey. This will increase confidence levels amongst staff, equipping them with the right skills and knowledge to deliver high quality swimming lessons.</p> <p>- 4 course attendees to share knowledge and upskill further other members of staff.</p>	<p>£400</p>	<p>- Staff will grow in confidence (staff surveys).</p> <p>- Improved teaching and learning within swimming lessons (pupil interviews, lesson observations and TA swimming data).</p>	<p>- Staff to attend further CPD training from Swim England courses upon completion of the NCTP.</p> <p>-Sign up to the School Swimming Charter in order to receive a comprehensive package of support, enabling us to enhance teachers' lesson planning, delivery and evaluation as well as providing resources and training on developing teachers' assessment of pupils. Resources are also provided to enhance the subject leader's monitoring and evaluation of swimming within the school.</p>
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Completed by: Simon Birch (KS2 Classroom Teacher and PE Co-ordinator)

Approved by Headteacher and Governors on 3rd October 2018

Review Date: January 14th 2019

After every update, the latest version will be uploaded to our School's website.