

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

2019/20 Premium

For the academic year 2019/2020, Burbage Junior School has received approximately **£19,770**. 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.

EVALUATION OF IMPACT/LEARNING TO DATE

Name of school: **Burbage Junior School**

Academic Year: **2019-20**

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**

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	85% (Based on Year 5 data)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70% (Based on year 5 data)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	This would have been completed in the summer term but unable to due to lockdown.
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?	Yes <i>See Key Indicator 6.</i>

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: 2019/20		Total fund allocated: £ 19,770		Date Updated: 13 th July 2020	
Key indicator 1: The engagement of all pupils in regular physical activity under the CMO guidelines – all children to engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.					Percentage of total allocation: £1,850 = 9%
School focus with clarity on intended impact on pupils :	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.	<ul style="list-style-type: none"> - Daily mile markings/route planned and painted on the playground. - Continue the daily mile/daily boost to get all pupils undertaking at least 15 minutes of additional activity per day. - RD to be paid to lead activity each morning. - Staff to participate alongside the children to encourage engagement. 	<p>£1,350</p> <p>£500</p>	<ul style="list-style-type: none"> - All pupils involved in 15 minutes of additional activity every day. Evidenced by photos and also the online 'Boost Tracker'). <p><u>Wider Evidence and Impact (Key Indicator 1):</u></p> <ul style="list-style-type: none"> - Photos will evidence the boost in daily activity achieved through these initiatives. - Pupil interviews will reveal an increase in fitness levels across the Key Stage as well as an increase in enthusiasm towards PE and sport. - Our least active target children will be more active in PE lessons (pupil interviews, lesson observations and TA data). - Analysis of TA data will reveal that pupils are making improved 	<ul style="list-style-type: none"> - Daily mile/boost firmly embedded in the school day. <p><u>Further Points:</u></p> <ul style="list-style-type: none"> - Complete the Active Planner tool (as part of the School Games' Mark 2018/19) to help highlight areas of inactivity during the school timetable and to produce suggestions for raising activity levels. - Attend local subject network meetings as part of H&BSSPAN in order to become aware of new health and well-being initiatives to further enhance pupils' daily activity levels. 	

			<p>progress against PE KS2 NC end of year standards.</p> <ul style="list-style-type: none"> - Increased attainment in PE: a greater % of pupils will be meeting/exceeding end of Year KS2 standards. - Teacher interviews will reveal improved attitudes to learning and increased attainment in other curriculum areas as a consequence of boosting daily activity. 	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>				<p>Percentage of total allocation:</p> <p>£2420 = 12%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<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>- Fund early morning sports club places for least active children/those children with low attendance.</p>	<p>- See K.I.4</p> <p>£2420</p>	<p>- See K.I.4</p> <p>- Increased physical activity levels amongst this target group.</p> <p>- Improved attendance and increased performance</p>	<p>- See K.I.4</p> <p>- Look to develop the early morning club into a breakfast sporting club – pupils to have a healthy breakfast in addition to</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 School's character statements, teaching the children the importance of resilience, achievement and teamwork etc.</p>	<ul style="list-style-type: none"> - 16 year 3 children identified as least active and participated in an 8-week energy club run by HBSSPAN. - New age Kurling lunchtime club targeting year 3/4 children who need development in their social skills. <ul style="list-style-type: none"> - 12 Year 5 pupils trained as Primary Sport Leaders – pupils will be trained to promote PE and sport across the school. - 4 Year 6 pupils have already been trained as leaders (2018/19). - Sports leaders to have designated roles (e.g. activity leader, media reporter etc.) <p>Sports leaders will also be trained to run targeted activity sessions (see K.I.4).</p>		<p>academically in their lessons (teacher interviews).</p> <ul style="list-style-type: none"> - Sporting promotion and celebration aspect of leader assemblies will encourage more students to participate in extra-curricular sports and competitions (including target groups). Evidence – monitoring club registers and sports participation surveys. - Assemblies linked to character statements – this will help embed this wider school agenda amongst the children as well as showing the children how attitudes such as resilience, focus, determination etc. underpin sporting success. 	<p>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> <ul style="list-style-type: none"> - Encourage this target group into wider extracurricular activities. <ul style="list-style-type: none"> - Sporting promotion/achievement assemblies to be frequent events. - Sports leaders to work with the school council in promoting large events e.g. active travel scheme (see K.I.1). - Whilst the funding continues, more children will attend the sports leadership course in 2020/21.
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			<p>Wider Evidence and Impact (Key Indicator 2):</p> <ul style="list-style-type: none"> - Photos, pupil interviews and sporting participation surveys will evidence the increased physical activity levels. - Our least active target children will be more active in PE lessons (pupil interviews, lesson observations and TA data). - Analysis of TA data will reveal that pupils 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. 	<p>Further Points:</p> <ul style="list-style-type: none"> - 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. - Following on from the targeted sporting promotion schemes, sustain our least active pupils' participation in wider extra-curricular activities. - Strong links developed with community clubs. Consequently, the school can signpost our children to these organisations.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation:
				£2,870 = 14%
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><i>For staff CPD in swimming, please see Key Indicator 6.</i></p>	<ul style="list-style-type: none"> -School sign up to Creative Development Real Legacy package. Interactive and online lessons and assessment for all staff and 4 CPD days to support the school. - Professional development in subject leadership for PE subject leader. PE subject leader network meetings with colleagues at local schools to encourage ongoing sharing of good practice across schools. PE subject leader to provide updates throughout the year in staff meetings. - 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>£2,870</p> <p>- H&BSSPAN School Buy in Offer Gold Package.</p>	<ul style="list-style-type: none"> -Staff will be more confident in teaching PE, dance and gymnastics which is all covered in the package. -Confidence of teachers will improve and there will be a clear progression from year 3 to year 6 which will benefit the children. -Improved attitudes towards PE as well as an increase in the attainment of pupils. - Good practice shared between colleagues (see lesson notes). - 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). - Increased numbers of children involved in extra-curricular sport (registers/sports participation survey) - Improved attitudes towards fitness and sports (pupil interviews). 	<ul style="list-style-type: none"> - 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. - Team teaching to become regular practice. - As a result of the set-up of wider extra-curricular sports (due to training) links will be made to follow up sporting competitions. - Target pupils will transition into wider extra-curricular activities, following on from the TA led group.

	<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>- 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>- A closing of the gap between the target group and others in the class (evidenced by lesson observations, data and pupil interviews).</p> <p><u>Wider Evidence and Impact (Key Indicator 3):</u></p> <p>- Improved staff confidence and higher quality teaching and learning within PE lessons.</p> <p>- 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).</p> <p>- Analysis of TA data will reveal that pupils are making improved progress against PE KS2 NC end of year standards.</p> <p>- Increased attainment in PE: a greater % of pupils will be meeting/exceeding end of Year KS2 standards.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation:
				£6,900 = 35%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- Using sports participation surveys to offer a wider range of sports and activities in order to increase participation amongst all of our pupils.</p> <p>- Focus particularly on those pupils who do not take up additional PE and sport opportunities.</p>	<p>- Sports leaders to carry out class questionnaires on a termly basis to identify demand for different sporting clubs.</p> <p>- Run the sports participation survey on a termly basis to identify our least active cohort.</p> <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>Sports leaders (see K.I.2) to deliver physical activity sessions to our least active students.</p> <p>- Sports leaders to plan and deliver sessions using their training from the conference, information from sporting questionnaires and through discussion with R.D.</p> <p>- Leaders to deliver sessions every Monday lunchtime, working with the same group of 8 inactive Year 3 pupils over the course of 6 weeks.</p>	£3900	<p>- Sports participation surveys to evidence an increase in numbers involved in extra-curricular sports.</p> <p>- Pre and post intervention pupil interviews to evidence improved attitudes towards PE and sport, as well as increased fitness levels.</p> <p>- Pupils transitioning into wider extracurricular sporting clubs as a result of targeted intervention (participation surveys and registers to evidence this).</p> <p>- A strengthening of links between the school and local community clubs.</p> <p>- Pupil interviews and participation surveys to show an increase in involvement in community clubs.</p>	<p>- Sports leaders to continue to carry out the class questionnaires to help inform our provision and further broaden the sports on offer.</p> <p>- Sports participation survey to continue termly, helping highlight new target groups.</p> <p>- Intervention blocks provide pathways for our least active children to transition into wider extracurricular sporting clubs.</p> <p>- A strengthening of links between the school and local community clubs.</p> <p>- Signposting our SEND pupils to local Inclusive Clubs.</p> <p>- New sporting competitions to 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.</p> <p>- Sporting competitions to be set up following the targeted intervention sessions (e.g. tennis, curling etc. competitions with local schools).</p>

Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation:
				£5000 = 25%
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"> - 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). - 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). - 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). - To engage more of our SEND pupils in inclusive sporting competitions. - To link competitive sport within the school to Burbage Junior's character statements (e.g. resilience, focus etc.) 	<ul style="list-style-type: none"> - Enter a greater number of Level 2 H&BSSPAN sporting competitions to create an inter-school competitive pathway from our extra-curricular clubs. Use the H&BSSPAN Level 2 competition calendar in conjunction with questionnaires to inform the extra-curricular clubs we put on in order to facilitate this pathway. - A, B and C teams to be entered into competitions to maximize attendance. - Arrange friendly competitions over a variety of sports with local Hinckley Area schools. - Following on from the targeted interventions identified in K.I.4, set up local friendly competitions with local schools in order to facilitate a pathway for our least active children to transition into inter-school competition. 	<p>£5000 = H&BSSPAN Pupil Health & Wellbeing Offer 2 and transport costs.</p>	<ul style="list-style-type: none"> - Competition records & photos to evidence an increase in the number of Level 2 competitions entered. - Records and sports participation surveys to also evidence an increase in the numbers of our children involved in Level 2 competitions. - Competition records & photos to evidence an increase in the number of local, friendly competitions entered. - Records and sports participation surveys to also evidence an increase in the numbers of our children involved in these friendlies. 	<ul style="list-style-type: none"> - Competitions to become annual events. - Links forged with local schools to carry on into the future. - A strengthening of links between the school and local community clubs. - A Years 3&4 Girls' football club to be run in addition to the Years' 5/6 club to get more of our girls engaged in competitive sport. - Signposting our SEND pupils to local Inclusive Clubs.

	<ul style="list-style-type: none"> - Introduce the 'Year Group Cup'. - 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). - Each class to be subdivided into four smaller groups to enable differentiation within the competition format: children with similar abilities will compete against each other. - Sports leaders to promote and celebrate the competition. - End of year presentation to the winning class in each year group. 		<ul style="list-style-type: none"> - A greater percentage of our least active cohort will be involved in inter-school competitive sport (evidence: competition records, sports participation surveys and photos). - Pupils transitioning into wider extracurricular sporting clubs and 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. - All children will be involved in competitive intra-school sport. - The number of girls involved in practice will be recorded as will the number of girls who have represented the school in matches. - 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). 	
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	<p>- Enter a greater amount of inclusive H&BSSPAN inter-school sporting events (parallel athletics, multi-sports day etc.).</p>		<p>- 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).</p> <p><u>Wider Evidence and Impact (Key Indicator 5):</u></p> <p>- 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).</p> <p>- Improved attitudes and increased enthusiasm towards competitive sport (especially amongst our least active population and SEND pupils).</p> <p>- 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).</p>	
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Key Indicator 6: Additional Swimming to meet national curriculum requirements for swimming and water safety.				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:
<ul style="list-style-type: none"> - To ensure all existing swimmers increase their attainment by 10 meters thus increasing their confidence in water. - All remaining non swimmers to achieve 25 meters thus meeting the statutory requirements of the NC for PE. - To develop children's style and technique to ensure that they use the full range of strokes effectively. - 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. 	<ul style="list-style-type: none"> - Provide additional, targeted swimming provision to pupils not able to meet the swimming requirements of the National Curriculum. - 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. 	£900	<ul style="list-style-type: none"> - 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). - TA swimming data to evidence progression over the period of intervention. - Publish swimming data online by April 2019 to show Year 6 attainment against the NC swimming outcomes. - Staff will grow in confidence (staff surveys). - Improved teaching and learning within swimming lessons (pupil interviews, lesson observations and TA swimming data). 	<ul style="list-style-type: none"> - 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. - Upskilling staff to enhance the provision of inclusive activities for our SEND pupils within swimming lessons. - Staff to attend further CPD training from Swim England courses upon completion of the NCTP. - 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.

Completed by: Darren Little (KS2 Classroom Teacher and PE Co-ordinator)

Approved by Headteacher and Governors on 14/07/2020

Review Date: January 14th 2021

Review Date: July 5th 2021

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