



Bubwith Primary School

Sports Premium Plan **2019-20 Review**



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
• Our Y3/4 pupils participated in the cluster dance Competition and were runners-up • 85% of the Y6 cohort achieved levels 1 and 2 of the bikeability award • Our Y3/4 pupils took part in the Cluster Benchball competition and were 3rd overall • Our UKS2 girls team won the local cross-country competition • 7 pupils made it through to the regional level of the Cross Country Championships • Bubwith football team were crowned winners of the inter-school league • 9 pupils across from Lower Key Stage 2 achieved the KEY STAGE 2 swimming award. All other swimmers achieved the 'recognition' award. • Our KS1 benchball team participated in the cluster inter-school competition and were awarded 3rd place • Sports Specialist coach continues to work to upskill teachers in delivery of high quality PE sessions. • We completed to Sport Relief mile (whole school) challenge • During lockdown the staff promoted daily exercise for health and well-being through the daily lesson plans for pupils posted on the school website	• To identify baseline figures around physical activity and attitudes towards it. • To establish an assessment procedure to track children's knowledge and understanding of our PE curriculum. • To offer a broader range of sports and activities offered to pupils. • To offer CPD to staff to ensure high quality PE is being delivered. • More competitive opportunities within school (especially for KS1) • To use outdoor space to its full potential and develop a system for equipment usage in response to new measures and guidance. • To continue to use social media and online classrooms to engage children and parents with sport, physical activities and wellbeing.

Meeting national curriculum requirements for swimming and water safety.	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	71%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%
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/ No

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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £17241	Date Reviewed: July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 56 % planned to spend 50 % actually spent
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Spent Partially spent Not spent	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide high quality outdoor provision for all pupils at break times/ lunchtimes	Re-stocking of equipment for playtime boxes: skipping ropes/ bean bags/ various balls/ hoops/ action and game cards	£500	Pupils more active at playtimes and lunchtimes – selecting 'high energy' play equipment (skipping ropes/ bounce balance tables stilts and bats and balls) with greater frequency.	Due to natural wear and tear of this equipment and due to additional quarantining rules (COVID) – continual update and renewal of these resources is required to ensure high levels of engagement in physical activities during playtimes
Maintenance of the indoor PE equipment and replacement of equipment for gymnastics and maintenance of the outdoor EYFS equipment and climbing equipment	Annual Gymnastic survey/ purchasing replacements	£1000 (£500 spent)	Outdoor equipment maintained and repairs carried out – equipment safe for use and used daily (weather permitting) promoting physical activity. Gymnastic equipment annual	Gymnastics equipment to be assessed and new equipment to promote quality gym lessons purchased following assessment.
To train up pupils as sports leaders and to use TAs to oversee physical	TAs employed at lunchtimes	£7700	Full impact not possible to gauge. Play leaders trained during	Consider training up pupils other than those in Y6 as play

activities at lunchtimes (climbing/walk, run or skip the mile/ Mr Tig)			autumn term but Spring/Summer delivery of play sessions affected by school closure	leaders to improve sustainability of this action.
Bring in outside agencies to deliver after school clubs	Investigate after school clubs available	£500 ?	Local tennis clubs and cricket clubs had been contacted with regards to offering coaching for pupils in summer term – did not go ahead as planned due to COVID	When guidelines permit, consider bringing in external coaching in Autumn and Spring terms as well as summer.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0% planned to spend 0% actually spent
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- Sports achievement board set up to celebrate sporting success - Weekly celebration assemblies to recognise sporting achievements - Sporting Champion (Specialist sports coach) to raise profile of PESSPA with children through specialist PE sessions and lunchtime clubs	- Sports leader to create celebration board dedicated to sport in school hall - Pupils encouraged to bring in sporting achievements for Friday assemblies and achievements to be celebrated through newsletter/ twitter, etc - Sports clubs at lunch time to raise profile of sport and attract greater numbers of pupils	£0 (See funding for specialist PE instructor in Key indicator 3)	Sport has a higher profile during Weekly celebration assemblies. 77% of autumn term's achievements in the Amazing Achievements book are sport/ physical activity related. Pupils know their sporting achievements will be celebrated on school board and, thanks to lockdown, this is now projected to a wider audience via the school website. Lunchtime sports clubs are well-	Continue with All raising profile activities and keep momentum going by exploring further ways to engage pupils i.e. school website/ classdojo.

			attended. Pupils know that Friday lunchtime clubs link directly to forthcoming competitions and pupils access the sessions to be involved with competitions.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35 % planned to spend 27 % actually spent
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To upskill, support, evaluate, improve and monitor teaching and learning of physical education across EYFS, KS1 and KS2 through the employment of a PE specialist	All pupils received at least one term of specialist teacher PE teaching per week and lunchtime school provision	£4708	PE specialist has delivered gymnastics support training for all staff and has provided quality lesson planning for teacher use in the future.	PE specialist teaching to focus upon an alternative area to gymnastics.
Training and specialist programmes	Staff access training courses offered by the LA	£400?	Courses were due to be attended in Spr/ Summer terms but school closures prevented them from taking place.	Given the staff team has altered: review staff skillset and make use of PE specialist time to work with newer members of staff/ those less confident in delivery of particular areas of PE.
Seek specialist sports coaching (tennis again? Tag Rugby? Cricket?)	School to apply for and pay for match funded coaching			
	School to allocate session times and weekly specialist coaching slots	£500?	Local tennis clubs and cricket clubs had been contacted with regards to offering coaching for staff in summer term – did not go ahead as planned due to COVID	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8% planned to spend 8% actually spent (May received back through insurance claim)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: - All KS2 pupils offered the opportunity to attend KS2 residential and access sports such as mountain biking/ abseiling/ orienteering through a transport subsidy - Transport provided to triathlon event to ensure maximum uptake for this sporting opportunity	- Subsidise the cost of bus to Peat Rigg by £1000 - Pay for 3 x staff to attend Peat Rigg - Negotiate with Peat Rigg timetable of activities to ensure broadest range of sporting activities included - Sport premium used to ensure staff participation in the visit - Bus secured for Brownlee foundation triathlon event - Transportation to residential part funded by Sport premium money	£1000 £TBC (staff places) £500 ??	Residential for Nov 2020 cancelled (Payments for 2020 made in 2019/20 academic year). Attempting to claim back monies lost via insurance. Triathlon event did not go ahead due to pandemic.	Given that we have experienced difficulty accessing sport off-site from the impact of COVID 19: School to investigate more buy-in sports activities to adapt for the current situation.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10% planned to spend 10% actually spent
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase the participation rates in sporting activities for pupils in KS2 through membership of the school sports partnership Specialist coaching sessions to terminate ultimately in intra-school competition	Sports Club to run throughout the year Pupils to attend events on the SSP programme School football team to attend fixtures	£1810	Pupils have engaged in a variety of competitive sports competitions hosted by the local school partnership: cross-country; benchball; high 5 netball and would have been involved in more had spring/summer terms gone ahead as planned.	Continue to offer a range of after school clubs and attend fixtures throughout the year. Investigate virtual sports competitions to become involved in whilst restrictions are in place.

Total Funding	£17241
Total Spent	£14718
% of allocation spent	86%
Total remaining	£2523

Signed off by	
Head Teacher:	A Bailiss
Date:	11 th July 2020
Subject Leader:	R Cutler
Date:	11 th July 2020
Governor:	
Date:	