

Bushey Heath Primary School

Sports Premium a Summary Report for 2017/2018

A vibrant school inspiring children to realise their potential

1 Context

From September 2013, the Government allocated funding directly to primary schools to support the provision of quality PE/Sport. Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

This means they should use the Sports Premium to:

- develop or add to the PE and sports activities of school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are five key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

Bushey Heath Primary School received £18,330 for 2017/2018 and are projected to receive. £18,080 with an additional £7,481 carried forward from 2017- 2018 (which is committed funds to finance a new school Sports Apprentice). This money is ring fenced to ensure PE and sport is at the heart of school life to raise achievements for all young people.

The school is adopting a multitrack approach to the development of PE in the school, where ALL pupils feel able to develop a healthy lifestyle and enjoy, and succeed in a sporting activity of their choice:

2 Review of provision for 2017/18 Against Key Indicators

| Key indicator 1: The engagement of all pupils in regular physical activity | | | | |
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| School Focus Linked to School Development Plan | Actions Taken to achieve this | Funding Allocated | Evidence and impact | Sustainability and suggested next steps |
| <p>To continue to develop non-competitive and competitive physical exercise.</p> <p>To encourage children to develop their individual stamina, speed, core strength and skills:</p> <p><i>As part of the “healthy body healthy mind Project”, the school prioritises regular physical activity in addition to that taught during usual PE lessons.</i></p> <p><i>Children are able to set themselves challenging individual targets and know how to improve physical fitness</i></p> | <p>The school has placed great importance in developing physical exercise for its own sake and its own reward. The children have set themselves the following targets:</p> <ul style="list-style-type: none"> - 6,000 step challenge upper KS2 - 4,000 step challenge lower KS2 - 2,000 step from KS1. <p>This form the basis of the “Walk to the moon” project.</p> <p>The children are given opportunities throughout the day to participate in physical activities outside of the usual PE lessons: ice dance mania, skipping and running.</p> <p>Each child has a stop watch which allows them to record their own data and monitor their own progress.</p> <p>Skip2Bfit: all children to receive specialist skipping coaching yearly and children to receive their own skipping rope. Skipping is encouraged throughout the day, both as a means of increasing physical strength and improve cognitive abilities - resulting in increased focus during lessons</p> <p>Running; all children are given a Pedometers and are encouraged to run at intervals throughout the day in order to build up their targeted steps.</p> <p>Table tennis/ Football tables: equipment is available in Key stage II playgrounds</p> <p>The school running track continues to be well utilised: Running track maintenance</p> | <p>£1,500:</p> <p>Stop watches</p> <p>Pedometers</p> <p>Running track maintenance</p> <p>Skip2Bfit Training</p> <p>Table tennis and football table</p> | <ul style="list-style-type: none"> - Baseline assessment indicates increased fitness in targeted year group and targeted cohorts (however, whilst the school employs professional coaches to carry out basic assessment, outcomes are inconsistent. This continues to be an area focus of the school) - almost all pupils, when questions said that are able to: <ul style="list-style-type: none"> • set themselves challenging, individual targets and know how to improve physical fitness • they engaged in more regular physical activity in the past • Attitudes to learning improved – better concentration in lessons - All children participate in at least an additional 25 minutes activity per day | <p>All Key stage II children to receive professional training in table tennis</p> <p>To continue to develop the “walk to the moon” project</p> <p>To fine tune the baseline assessment to ensure maximum effectiveness</p> <p>All children to draw up individualised ‘physical activity review’ to include</p> <ul style="list-style-type: none"> ➤ details of after-school activities (to be monitored by the school to support children that are not active after school) ➤ children set challenge based on assessment i.e. number of skips per minute /distance around the track minutes <p>PRA to be repeated at the end of the year to help measure progress</p> |

| Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement | | | | |
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| School Focus Linked to School Development Plan | Actions Taken to achieve this | Funding Allocated | Evidence and impact | Sustainability and suggested next steps |
| <p>To ensure children develop the knowledge and skills required to a healthy body healthy mind</p> <p>Appointment of Sports Apprentice</p> | <ul style="list-style-type: none"> - Children and teachers trained in mindfulness. Mindfulness regularly introduced in school's assemblies - Healthy Body -Healthy Mind Project including: <ul style="list-style-type: none"> ➤ individual fitness/competitive sports/'Seed to Plate' project/Walk2the moon ensures physical education and sport is central to whole school projects. - Sports' Apprentice: as of writing this report the sports apprentices yet to be appointed although the position is currently advertised - Restructuring of sports day: restructuring of Key stage II sports day to focus on children being active - Maypole Dancing: this new addition to the school is designed to add a cooperative yet non-competitive physical activity | <p>£6,000 (Budget carried over in order to employ more experience apprentice at £11,000 in 2018 - 2019)</p> | <p>All children and teachers have received Mindfulness training and participate regularly in Mindfulness activities</p> <p>Parents feedback confirm they believe the profile of PE has risen across the school</p> <p>Parents feedback confirms the success of the new KS2 sports Day format</p> <p>Currently the school has 2 maypole specialists</p> | <p>New digital hub will ensure that PE is central to technological development across school</p> <p>Restructuring of Key stage, I sport day and continued engagement of parents</p> <p>Embed maypole dancing as a feature of BHP</p> <p>Employ sports apprentice to promote whole school projects</p> <p>Renewed training to embed Mindfulness</p> |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
| School Focus Linked to School Development Plan | Actions Taken to achieve this | Funding Allocated | Evidence and impact | Sustainability and suggested next steps |
| <p>To ensure PE curriculum is up-to-date and fit for purpose</p> <p>To encourage staff participation in sports, developing skilled</p> | <ul style="list-style-type: none"> - The subject leader to provide updates throughout the year in staff meetings - PE subject leader to plan and undertake a series of lesson observations and/team teaching with teachers to look at teaching learning and assessment in physical education | <p>£3,900</p> | <p>At the end of key stage 2:</p> <ul style="list-style-type: none"> ➤ 91% pupils were within the end of key stage II attainment targets with 28% exceeding | <p>All teaching staff to be trained to become specialists in one sport in order to cascade to other teachers</p> <p>Maypole dancing to become an additional focus for the school</p> |

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| <p>professionals through appropriate training</p> <p>PE subject leader to work with headteacher and SLT to implement PE School Development Plan</p> | <p>– PE subject leader to meet the broad range of pupils to talk about PE lessons and to ascertain their knowledge and understanding of the subject</p> <p>– professional development and development of subject leader’s skill set–</p> <ul style="list-style-type: none"> ➤ New Curriculum to be introduced to ensure differentiation and progression across year groups ➤ Staff Training and Staff sports kits ensure that staff are appropriately kitted out the sporting activities and therefore are more engaged ➤ professional coaches to work with teachers to create outstanding provision | | <p>Almost all pupils, when questioned, said that PE lessons were really challenging and enjoyable</p> | <p>with all staff trained and 2 specialist staff trained. Secondary School provider to support with KS2.</p> <p>SLT/headteacher/subject leader to continue to ensure implementation of healthy mind healthy body plan so that it remains central to the School Development Plan</p> <p>The school is no longer dependent on “experts” coming in to teach PE and sports and staff or more confident and keen</p> <p>PE subject leader to work with headteacher and SLT to implement PE School Development Plan</p> <p>Assessment Plan is embedded</p> |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | |
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| School Focus Linked to School Development Plan | Actions Taken to achieve this | Funding Allocated | Evidence and impact | Sustainability and suggested next steps |
| <p>To facilitate the increase in competitive sports and individual responsibility for developing health and fitness, the school will provide children with a wide and varied range of sports and activities</p> <p>To ensure children identified by baseline measure in Yr. 5 engage in more physical activity</p> | <p>In addition to the new curriculum, which in itself offers an interesting range of activities i.e. Pilates and yoga, the school provided access to the following range of activities (over and above PE curriculum):</p> <ul style="list-style-type: none"> - Gym/ football/ netball running club - Cricket (professional coach provided by Merchant Taylors Prep) - Netball (professional coaching and team) - Table-tennis (new tables in KS2) - Archery / American Football / Golf Premier Sports - Maypole dancing (purchased from fundraising) - Skipping (skip2bfit) all children have own skipping ropes - Running club / running track. By raising money, saving money and investing from the sports premium fund, the school has been able to establish a fantastic running facility which will provide all year access to the field. The school will look to develop this feature in 2017/18 to encourage competitive and interschool running - Developing links with local schools i.e. Merchant Taylors facilitating pupil premium/fundable children the opportunity to participate in obstacle/orienteering et cetera | £3,550 | <p>All children stated that they felt they had a range of sports and activities available to them.</p> <p>Netball club/running club / football club are all fully subscribed and the school or require the apprentice to take this further.</p> <p>May pole specialists (year 4 and Yr. 5 TAs) will have worked with all year groups in Key stage I and two by the end of the academic year and are beginning to train the teachers</p> | The school is still waiting upon the appointment of a sports apprentice which will greatly enhance our ability to continue to provide a wide range of sports activities. |

| Key indicator 5: increased participation in competitive sport | | | | |
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| School Focus Linked to School Development Plan | Actions Taken to achieve this | Funding Allocated | Evidence and impact | Sustainability and suggested next steps |
| <p>To develop competitive sport within the school and between local schools</p> <p>For the school's teams to wear the school kit when competing</p> | <ul style="list-style-type: none"> -To develop the school football/netball/running club: Cost for cover and training - to develop competitive running in the school, at beginners and experienced level. No costs incurred. - To train Yr5 and 6 children using a professional cricket coach with a view to upskilling teaching scarf: No cost incurred - participate in the Queens Sport Partnership, - Arrange friendly competition – into/interschool/use the local sports partnership; cover and transport - Premier Sports (professional training) for Yrs 4,5 and 6 to train children in netball and upscale staff: Costs for professional coaching <p>To research and purchase school team kits (on order but not yet purchased)</p> | £4,880 | <p>12 children are in the netball team and have played X number of games this year</p> <p>56 children play football in afterschool clubs or are in the football team</p> | <ul style="list-style-type: none"> - To ensure all staff participate in activities where professionals are employed to ensure skills are retained in the school - To establish a competitive cricket and running team through links with local schools |

Proposed Expenditure for 2018/2019
Highlighted Key Priorities
Key Value Statement for Bushey Heath Primary School
For the children to develop the knowledge and skills required for a healthy body and healthy mind

Please note: these figures include a balance carried forward from previous year of £7,481 making a total of available funds of £25,561

| Key indicator 1: The engagement of all pupils in regular physical activity | | |
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| <u>School Focus linked to school development plan</u> | <u>Planned Actions to achieve this</u> | <u>Funding requirements</u> |
| <p>To continue to ensure children have the skills and knowledge to develop and maintain a healthy body</p> <p>To link the development of a healthy body to the concept of a healthy mind</p> <p>For children to continue to take individual responsibility for based on individual challenge</p> | <ul style="list-style-type: none"> - Embed 'Walk to the Moon 'Project (staff cover) - Ensure children have equipment needed for individual challenge Pedometers/ Stop watches/ skipping ropes - Baseline assessment - Physical Activity Review to form basis of individual challenge. To include: <ul style="list-style-type: none"> ➤ details of after-school activities (to be monitored by the school to support children that are not active after school) ➤ children set challenge based on assessment i.e. number of skips per minute /distance around the track minutes ➤ Identified children will be subsidised/ sponsored to improve outcomes - to maintain the running track - continue daily dance/ skipping/ running | <p>£100</p> <p>£2,500</p> <p>£1,000</p> <p>£300</p> <p>£500</p> |
| Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement | | |
| <p>To employ a Sports Apprentice who will work closely with the PE subject leader to implement the school development plan and to raise the profile of PE and Sporting provision</p> | <ul style="list-style-type: none"> - Interview, recruit and train Sports Apprentice - Link PE to healthy eating campaign / mindfulness and growth mind-set - Celebration assembly every week to ensure the whole school is aware of the importance of PE and sport and to encourage all pupils to aspire to being involved in the assemblies (time out for PE co-ordinator to arrange) - - Digital media podcast weekly to promote and share sporting activities within school (professional training of all teams) - Children to be trained how to produce a broadcast and link to social media sites - New digital hub will ensure that PE is central to technological development across school | <p>£5,881 –</p> <p>£600</p> <p>£100</p> <p>£1,500</p> |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | |
| <p>SLT/headteacher/subject leader to continue to ensure implementation of healthy mind healthy body programme so that it remains central to the School Development Plan</p> <p>To develop pockets of specialism within the school so that all teaching staff are facilitate the development and provide guidance to other members of staff</p> | <ul style="list-style-type: none"> - Staff training and cover to ensure implementation of Sports and PE school development plan is successful and sustainable - All teaching staff to be trained to become specialists in one sport in order to cascade to other teachers - Maypole dancing to become an additional focus for the school with all staff trained and 2 specialist staff trained. Secondary School provider to support with KS2. - PE subject leader to: <ol style="list-style-type: none"> 1. Carry out a staff skill audit and arrange training as necessary 2. Review assessment provision (3 days' cover) | <p>£3,000</p> <p>£3600</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | |
| <ul style="list-style-type: none"> - To continue to offer a wide range of activities within and outside the curriculum in order to get more pupils involved - focus particularly those pupils who do not take additional PE and sporting opportunities - | <ul style="list-style-type: none"> - PE review to identify pupils' skills/ interests and aspirations <p>To develop:</p> <ul style="list-style-type: none"> - Skipping Skills (skip2Bfit) - Badminton (training and equipment) - table tennis (training and equipment) - Netball/ football/ cricket (netball TA cost 1 hour per week) - Gymnastic provision - Running | <p>£600</p> <p>£300</p> <p>£1,600</p> <p>£200</p> |

| Key indicator 5: increased participation in competitive sport | | |
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| <p>Continue to develop competitive sports provision through internal club development and links with the community</p> <ul style="list-style-type: none"> - To ensure all staff participate in activities where professionals are employed to ensure skills are retained in the school - To establish a competitive cricket and running team through links with local schools | To continue to develop Netball/ football teams. To establish cricket and table-tennis club. To begin to run competitively with other local schools | £720 |
| | Professional netball training | £1,760 |
| | Increased participation of children that register low activity on 'Physical Activity Review' | £300 |
| | To ensure equipment is maintained and fit for purpose | £600 |
| | To provide teams with matched kits to increase sense of community and school identity | £1,000 |
| | Transport between matches | £300 |
| | To develop KS1 and Early Years competitive provision (training and cover) | £600 |
| Other indicators attend school: additional swimming | | |
| All pupils to meet statutory requirements of the national curriculum for PA upon exiting school | <p>Review swimming provision within the school to ensure all children that currently do not meet statutory requirements are identified</p> <p>Children in year five and year six that cannot yet meet the statutory requirements will be provided with intensive swimming provision</p> | £1,500 |

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| Date Policy Reviewed/Amended: | July 2018 |
| Chair of Governors: | James Hughes |
| Headteacher: | Penny Barefoot |
| Review Date: | July 2019 |
| Reviewed by: | |