

Bushey Heath Primary School

Sports Premium a Summary Report for 2018/2019 and Proposed Expenditure for 2019/2020 (Page 7-10)

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 the 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 £18,090 for 2018/2019 (plus £5,481 committed funds carried forward from previous year) and are projected to receive. £18,010 in 2019/220 (plus £5,891 committed funds carried forward from previous year). Note: this carry forward, from 2018-2019 is to be used to resurface the running track. 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 funding allocation is used to ensure the successful implementation of the school's project:

Healthy Body: Healthy Mind – looking after myself and others.

This project has 4 main components:

- 1- The development of competitive team sports.
- 2- The development of individual physical skills that are not reliant on team activities or competition i.e. fitness, stamina, strength and flexibility.
- 3- For children to understand the importance of mental, as well as physical strength. To develop strategies to support their mental well-being throughout life.
- 4- The 'Seed to Plate' project; where –through engagement in our garden, greenhouse and chickens – children learn to grow, harvest and eat their own produce (the eggs, not the chickens!)

2 Review of provision for 2018/19 Against Key Indicators

Key indicator 1: The engagement of all pupils in regular physical activity Total funds available £23,571				
School Focus Linked to School Development Plan	Actions Taken to achieve this	Funding Allocated	Evidence and impact	Sustainability and suggested next steps
<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>To encourage children to develop their individual stamina, speed, core strength and skills:</p> <p>To ensure that children from disadvantaged backgrounds participate in sporting activities.</p>	<ul style="list-style-type: none"> Specialist training i.e. cricket/ rugby/ football/ running, by outside organisations Sport Apprentice to support development of provision Mindfulness supported through assemblies, training. Yoga/ pilates ‘Step Challenge’ – Walk to the moon project. Pedometers purchased and running track resurfaced: <ul style="list-style-type: none"> 6,000 step challenge upper KS2 4,000 step challenge lower KS2 2,000 step from KS1. <p>The children are given opportunities throughout the day to participate in physical activities outside of the usual PE lessons:</p> <ul style="list-style-type: none"> Dance mania Running track Skipping ropes Running club Netball club Various football training sessions Rugby training Gym club Cricket club 	<p>Sport apprentice £8151</p> <p>Running track maintenance</p> <p>School pedometers</p> <p>skipping ropes</p> <p>funding P P</p> <p>£2,080</p>	<ul style="list-style-type: none"> Baseline assessment indicates increased fitness in targeted year group and targeted cohorts <p>Pupil Voice/surveys indicate that:</p> <ul style="list-style-type: none"> 97% of children believe they participate in physical activity of at least 25 minutes a day over and above that of PE lessons 85% belong to a sports club 100% say they engaged in more regular physical activity than in the past Netball team, cricket club, football club, football training, rugby lessons, gym club, running club – all provide specialist knowledge and skills, over and above that of the National Curriculum taught by the teachers 	<p>All children on FSM to received subsidised afterschool sport club provision.</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>To utilise children’s kitchens to cook healthy meals.</p> <p>To upgrade running track and gymnastic equipment</p>

	All clubs provide one free space to a Pupil Premium Child or child deemed vulnerable by the school.			
Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement				
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 the Healthy Body: Healthy Mind Project</p> <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"> - All staff have received mindfulness and growth mind-set training. - Children are beginning to utilise mindfulness practices and are able to articulate growth mind-set attributes when asked. - Competitive sport profile raised - Individual activities promoted - PE linked to whole school projects: - Healthy Body Healthy mind - Seed to plate - Walk to the moon <p>Sport Apprentice will be staying with the school. They have helped raise the profile of sports and supported teaching staff and the school in the following:</p> <ul style="list-style-type: none"> - Introducing new PE curriculum - Increased level of competitive sports i.e. taking the lead in football training - Developed games and physical activities during break and lunch-times - Ensured that a significant number of children – but particularly those in vulnerable groups – are engaged in caring for the chickens. 	(£8,515 as above)	<p>All children and teachers have received Mindfulness training and participate regularly in Mindfulness activities</p> <p>Children are able to explain the importance of a healthy diet on their physical health, and are able to explain the importance of physical activity (survey June 2019)</p> <p>Over 90% of children in KS2 participate in competitive sports 100% of children participate in individual physical activities on a daily basis</p>	<p>New digital hub will ensure that PE is central to technological development across school</p> <p>Digital media podcast weekly to promote and share sporting activities within school (professional training of all teams)</p> <p>Children to be trained how to produce a broadcast and link to social media sites</p> <p>develop staff engagement in growing healthy foods.</p> <p>To continue to develop Sports Apprentice to continue whole school improvements</p> <p>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)</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 develop the role of Sport Leads</p> <p>To encourage staff participation in sports, developing skilled professionals through appropriate training</p> <p>To develop pockets of specialism within the school so that all teaching staff can facilitate the development of , and provide guidance to, other members of staff</p>	<p>The subject leader has developed by:</p> <ul style="list-style-type: none"> • Working closely with Headteacher • Being promoted to SLT • Running staff meetings • Reviewing provision within school • Initiating projects and ensuring their successful implementation of whole school projects • New Curriculum introduced to ensure differentiation and progression across year groups • professional coaches have worked with teachers i.e rugby/ football • Maypole dancing is an additional focus for the school with all staff trained and 2 specialist staff trained. • Sports Apprentice subject leader has planned and undertaken a series of lesson observations and team teaching with teachers to look at teaching , learning and assessment in physical education 	£3,190	<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 • Almost all pupils, when questioned, said that PE lessons were really challenging and enjoyable • The following clubs/ training are now being taught by staff, over and above the curriculum: <ul style="list-style-type: none"> - Maypole dancing - Cricket - Netball - Football - Cricket - Running • The school is no longer dependent on “experts” coming in to teach PE and sports and staff are more confident and keen. 	<p>All teaching staff to be trained to become specialists in one sport in order to cascade to other</p> <p>PE subject leader to work with headteacher and SLT to continue to embed whole school projects</p> <p>Staff Training and Staff sports kits ensure that staff are appropriately dressed for sporting activities and therefore are more engaged</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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>-</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 - Netball (professional coaching and team) - Table-tennis (new tables in KS2) - Maypole dancing - 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. Links with local Private providers have allowed running club to use high quality, full size running tracks - Children look after chickens and greenhouse raising the profile of dance through “international dance day”/Maypole dancing - Swimming lessons 	£3,579	All children stated that they felt they had a range of sports and activities available to them.	<p>Sports apprentice to focus on involvement of vulnerable children and PP children to ensure maximum engagement with sports clubs</p> <p>To increase the number of staff trained in well-being / mindfulness sports activities, and for this to be used to help develop school’s facilities.</p> <p>To introduce golf and yoga clubs</p>

Key indicator 5: increased participation in competitive sport				
School Focus Linked to School Development Plan	Actions Taken to achieve this	Funding Allocated	Evidence and impact	Sustainability and suggested next steps
Continue to develop competitive sports provision through internal club development and links with the community -	The school has developed the following clubs – over and above PE curriculum provision – and are competing with local schools: <ul style="list-style-type: none"> • Football • Netball • Cricket • Table-tennis • Running Sports days have been reviewed to ensure that they maintain a balance between team competitions and individual challenge	£541 £139	Netball team Football team Running club Cricket club All fully scribed	- Ensure all staff have 'Bushey Heath' sports kits - To continue to develop competitive links with local schools To ensure all teams are identifiable through team kits
Total expenditure 2018 - 2019	£17,680			-
Total Sports Premium available	£18,900			-
Plus carry forward from 2017-2018	£5,481			-
Difference (carry forward 2019 – 2020)	£5,891			-
Sport Premium 2019-2020	£18,010			-
Total available 2019-2020	£23,901			-

Proposed Expenditure for 2019/2020
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

Key indicator 1: The engagement of all pupils in regular physical activity		
<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 their health and fitness based on individual challenge</p>	<p>To continue to employ a sports apprentice to</p> <ul style="list-style-type: none"> - encourage engagement of all pupils, but with particular focus on vulnerable groups - to ensure children utilise the kitchens to cook healthy meals and to ensure that it expands the seed to plate project. Children should have an appreciation of where their food comes from, how to make healthy choices and understand how physical healthy and diet link to emotional well-being. - To continue to develop the “walk to the moon” project <p>To ensure that facilities are fit for purpose and are of good quality:</p> <ul style="list-style-type: none"> - Resurface running track - Review pedometers/ stop watch provision - Replace existing gym equipment <p>All children on FSM to receive subsidised afterschool sport club provision.</p> <p>To fine tune the baseline assessment to ensure maximum effectiveness</p>	<p>£13,500</p> <p>£4,000 gym equipment</p> <p>£2,500 pedometers and stop watches</p> <p>£13,000 running track and children’s kitchen to be funded from school budget and grant money.</p>

Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement		
<p>To continue to develop the role of the Sports Apprentice</p> <p>To ensure the digital media hub is used to promote the profile of sporting provision within the school</p> <p>To continue to develop the Healthy Body Healthy Mind Project</p>	<ul style="list-style-type: none"> - Digital media podcast weekly to promote and share sporting activities within school (professional training of all teams) - Leadership time to ensure that the sports apprentice and subject leader are confident in utilising the digital hub to promote sports - Children to be trained how to produce a broadcast and link to social media sites - 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) - Restructuring of Key stage 1 and 2 sport day to increase engagement of parents - 	<p>£1,500</p>
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport		
<p>Skills audit to be used to ensure balance of skills across all key stages</p>	<ul style="list-style-type: none"> - Staff training ensures 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 – Staff Audit - 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: - Carry out a staff skill audit and arrange training as necessary - Review assessment provision (3 days' cover) - Staff sponsored on 8 week 'wellbeing and mindfulness course' 	<p>£4,000</p> <p>£800</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 on those pupils who do not take 	<ul style="list-style-type: none"> - To extend sporting provision ie golf and yoga - To ensure all children on FSM receive subsidised sport club provision. 	<p>£500</p>

additional PE and sporting opportunities		
Key indicator 5: Increased participation in competitive sport		
<ul style="list-style-type: none"> - To continue to support our netball / football/ cricket/ running clubs to compete locally - To extend provision to include rugby club 	To monitor provision with different groups i.e. girls/ EAL/ PP to ensure that access and provision ensure that competitive sport is open to all.	£500
Other indicators: Swimming and healthy eating		
All pupils to meet statutory requirements of the national curriculum for swimming 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>	£400

Date adopted by:	
Version:	
Date Policy Reviewed/Amended:	June 2019
Chair of Governors:	James Hughes
Headteacher:	Penny Barefoot
Review Date:	June 2020
Reviewed by:	Full Governing Body