

Bushey Heath Primary School

Sports Premium a Summary Report for 2019/2020 and Proposed Expenditure for 2020/2021 (Page 7-10)

A vibrant school inspiring children to realise their potential

1 Context

From September 2013, the Government distributed funding directly to primary schools to support the provision of quality PE/Sport. Schools must use the funding to make added 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 £18,100 in 2019 – 2020 and will receive £18,070 in 2020 - 2021

The funding allocation is used to ensure the successful implementation of the school's project:

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

1. The development of competitive team sports. The school recognises that there are limitations placed on the school due to lockdown restrictions.
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. The school recognises that the lockdown has resulted in significant mental health and well-being issues for both staff and students.
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!).
5. The school will deliver the provision following the strict health and safety guidelines following the School's lockdown due to the Coronavirus pandemic.

2 Review of provision for 2019/20 Against Key Indicators

Key indicator 1: The engagement of all pupils in regular physical activity Total funds available £18,100				
Intent School Focus Linked to School Development Plan	Implementation	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 take part 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/ palliates ‘Step Challenge’ – Walk to the moon project. Pedometers bought 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 take part 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 £16,000</p> <p>Running track maintenance</p> <p>School pedometers</p> <p>skipping ropes</p> <p>funding PP</p> <p>£600</p>	<ul style="list-style-type: none"> Baseline assessment shows 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 take part in physical activity of at least 25 minutes a day over and above that of PE lessons 85% belong to a sports club Netball team, football club, football training, rugby lessons, gym club, running club – all supply specialist knowledge and skills, over and above that of the National Curriculum taught by the teachers <p>All children are engaged in regular physical activity.</p>	<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 supply one free space to a Pupil Premium Child or child considered 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 can 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 sizable number of children – but particularly those in vulnerable groups – are engaged in caring for the chickens. 	<p>(£16,000 as above)</p>	<p>All children and teachers have received Mindfulness training and take part regularly in Mindfulness activities</p> <p>Children can 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>The sports Apprentice has continued to work with class teachers and is now employed as a Sports Coach.</p> <p>The Sports' Coach works with vulnerable children at risk of exclusion. There is clear evidence that the children are more settled and benefit from the small group work.</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 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 • Maypole dancing is an added 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 	<p>£1,000</p>	<p>AT the time of closure in March 2020:</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 were being taught by staff, over and above the curriculum: <ul style="list-style-type: none"> - Maypole dancing - 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 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 or 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 ease the increase in competitive sports and individual responsibility for developing health and fitness, the school will provide children with a wide</p>	<p>In addition to the new curriculum, which offers an interesting range of activities i.e. Pilates and yoga, the school supplied access to the following range of activities (over and above PE curriculum):</p> <ul style="list-style-type: none"> • Gym/ football/ netball/ running club 	<p>£1,100</p>	<p>All children said that they felt they had a range of sports and activities available to them.</p>	<p>Sports apprentice to focus on involvement of vulnerable children and PP children to ensure maximum engagement with sports clubs</p>

and varied range of sports and activities.	<ul style="list-style-type: none"> • 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 set up a fantastic running facility which will supply 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 			<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 though internal club development and links with the community	<p>The school has developed the following clubs – over and above PE curriculum provision – and are competing with local schools:</p> <ul style="list-style-type: none"> • Football • Netball • Cricket • Table-tennis • Running 	<p>£541</p> <p>£139</p>	<p>Netball team</p> <p>Football team</p> <p>Running club</p> <p>Cricket club</p>	<ul style="list-style-type: none"> - Ensure all staff have ‘Bushey Heath’ sports kits - To continue to develop competitive links with local schools <p>To ensure all teams are identifiable through team kits</p>

	Sports days have been reviewed to ensure that they keep a balance between team competitions and individual challenge			
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Proposed Expenditure for 2020/2021
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		
School Focus linked to school development plan	Planned Actions to achieve this	Funding requirements
<p>To continue to ensure children have the skills and knowledge to develop and keep 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 review sporting provision following government guidance</p> <p>To continue to employ a Sports Coach to encourage engagement of all pupils, but with particular focus on vulnerable groups</p> <p>To ensure children understand how to keep themselves healthy</p> <p>To ensure children achieve their daily steps</p> <p>To ensure each 'Bubble' has self-contained fitness and play equipment</p> <p>To ensure that facilities are fit for purpose and are of excellent 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>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 • Maypole dancing is an added focus for the school with all staff trained and 2 specialist staff trained. <p>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</p>	<p>£13,500</p> <p>£2,500 pedometers and sports equipment</p>

Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement		
<ul style="list-style-type: none"> • To continue to develop the role of the Sports Apprentice • To ensure the digital media hub is used to promote the profile of sporting provision within the school • To continue to develop the Healthy Body Healthy Mind Project 	<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 <ul style="list-style-type: none"> - Subject Lead to be provided with sufficient time-out from class to enable them to develop outstanding provision. 	£1,500
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. • Maypole dancing to become an added 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) • Sports Coach to review PE provision/ confidence and skill set amongst staff – whilst working with PE subject Lead. 	<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 to get more pupils involved • focus particularly on those pupils who do not take added PE and sporting opportunities 	<ul style="list-style-type: none"> • To extend sporting provision i.e. golf and yoga and non-contact provision • To ensure all children on FSM receive subsidised sport club provision. <p>In addition to the new curriculum, which offers an interesting range of activities i.e. Pilates and yoga, the school supplied 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 	£500

	<ul style="list-style-type: none"> • 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 set up a fantastic running facility which will supply 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 	
Key indicator 5: Increased participation in competitive sport		
<ul style="list-style-type: none"> • To continue to support our non-contact competitive provision • 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 Policy Reviewed/Amended:	November 2020
Chair of Governors:	James Hughes
Headteacher:	Penny Barefoot
Review Date:	October 2021
Reviewed by:	Full Governing Body