



IMPACT of PE and School Sport Premium Development Plan 2021/2022

School Name	Braunston C of E Primary School
Head Teacher	Mrs Lianna Willis
PE Coordinator	Miss Vicky Tant (Mrs Tracey Fisher from 4.1.22)
PE Governor	Mr Taffs
<u>Total Sports Premium Allocated to School</u>	
	<u>£17740</u>

Vision - Government

The government has pledged £150 million per annum to support PE and school sport in primary schools. The Departments for Education, Health and Culture, Media and Sport provide this funding. Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport on offer. The premium is used to develop or add to the PE and sport activities in school and to build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

Vision – School

Sport At Braunston CE Primary School

At Braunston, we aim to provide our children with a positive experience of physical activity, a strong understanding of health and well-being and opportunities to take part in competitive sport. This is achieved through a wide range of sports and physical activity as part of our carefully planned PE curriculum and an extensive timetabled extra-curricular club programme. We believe that a combination of high quality physical education, active participation in clubs and carefully managed and modelled competitive sport can benefit every child. It improves children's health and fitness, builds character and confidence, embeds values such as fairness, teamwork and respect and ultimately develops essential life skills.

The popularity and effectiveness of PE at Braunston continues to grow. Every child in school is involved in two curriculum PE lessons each week covering a range of physical activities, games and skills. This is supplemented by our extensive Before School, Lunchtime and After School Clubs Programme.

Within the curriculum P.E. there is a balance of different areas of physical development including a variety of games, multi skills, gymnastics and dance. In Key Stage 1, teaching focuses on developing fundamental movement skills, becoming increasingly agile, improving balance and co-ordination and working with others. Children also start to develop key physical movements including running, jumping, throwing and catching. These skills and are then developed further in KS2, where children learn how to use, link and apply them to make action sequences and complete specific tasks. Children also continue to compare and evaluate their own and others' performances.

Our PE provision continues to go from strength to strength with extra provisions based on a combination of our expertise, pupil voice and staff consultation. A large number of children have been involved in sports-based extra-curricular clubs and we continue to offer a wide range of clubs and experiences.

Objectives

There are 5 key indicators that schools should expect to see improvement in the following:

1. The engagement of all pupils in regular physical activity
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. There is increased confidence, knowledge and skills of all staff in teaching PE and sport
4. A broader experience of a range of sports and activities is offered to all pupils and
5. Increased participation in competitive sport.

Key Indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Planned Funding	Actual funding	Evidence:	Actual Impact:	Sustainability and suggested next steps:
<p>Continue to operate Breakfast Clubs to encourage more children to attend school earlier and get involved in activities</p> <p><i>(Carried forward due to previous impact of Covid restrictions.)</i></p>	<ul style="list-style-type: none"> • Employ members of staff needed to organise and operate in Breakfast Club • Introduce greater physical activity in Breakfast Club e.g. Wake Up and Shake Up • Employ Sports coaches to lead Breakfast Club Sports Activities 			<p>Staffing for and pupils attending breakfast clubs.</p> <p>Record of physical activities in planning.</p> <p>List of sports coaches and activities leading breakfast club sports activities.</p>	<p><i>Increased numbers of children attending Breakfast Clubs</i></p> <p><i>Increased activity and enjoyment of the children attending.</i></p> <p><i>Awarded Gold Mark due to increased participation.</i></p>	<p>Aim to increase numbers of children in Breakfast clubs – minimal charge for sports activities</p> <p>Sports coach to work alongside or train breakfast club staff to run further activities</p>
<p>Targeted daily exercise at break and lunch times led by qualified sports coach</p> <p><i>(Carried forward due to impact of Covid restrictions)</i></p>	<ul style="list-style-type: none"> • Cross Country led by in house staff • Links with secondary school (Parker E-Act) PE specialist 			<p>Access to children during a Wednesday lunchtime for supervised sports activity on the playground.</p> <p>Access to cross country club</p>	<p><i>Increased activity for all children including those who do not regularly attend out of school activity sessions</i></p>	

				during a lunch time		
Year 5 and Year 6 children to lead Sports on KS1 playground-delivered via Sports Leaders UK.	<ul style="list-style-type: none"> Leadership and organisational skills to be disseminated to older pupils - showing responsibility and respect of others including equipment. 				<i>lunchtime activities delivered by older pupils (role models) to the rest of the school every day. Positive impacts include ; youth led, Socially Impactful, Embedded into the sporting culture of the school.</i>	
<p>Review of Impact:</p> <ul style="list-style-type: none"> <i>There was an increased number of children attending and enjoying breakfast clubs and morning activity sessions.</i> <i>Lunchtime cross-country sessions were offered to KS2 classes. These took place at the local sports field. This saw 50% of children participate in their own lunchtime.</i> <i>Lunchtime activities delivered by older pupils (role models) to the rest of the school every day. Positive impacts include; youth led, Socially Impactful, Embedded into the sporting culture of the school.</i> 						
Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement						
Application for Gold School Games Award to be made	<ul style="list-style-type: none"> Allocated staff to apply for award supplying relevant evidence 			Award certificate	<i>Achieved</i>	Allocated staff to apply for award supplying relevant evidence
Continue: Celebration Assembly offers weekly opportunities to celebrate sporting achievements by teams and individuals and encourage other children to aspire to be involved in sport.	<ul style="list-style-type: none"> Achievements celebrated in assembly 			Sporting achievements put on school newsletter	<i>Increased activity and enjoyment of all children in sporting activities</i>	

					<i>All children involved in Celebration Assemblies throughout the year</i>	
Local Dance instructors to promote and teach activities to encourage children to become more involved in school	<ul style="list-style-type: none"> Organise a programme of activities linked to the curriculum 	£3372	£3368	Programme of activities, photos and video recordings	<p><i>Improved attitudes to learning around sporting activities</i></p> <p><i>Almost all children participated in the two dance events this year.</i></p>	Link sports/dance visitors to curriculum theme long term planning to ensure sustainability
Newsletters and a Display Board in school used to promote sporting values and sporting achievements across the school to continue	<ul style="list-style-type: none"> Ensure Newsletters include information about sporting activities and achievements Ensure that a board in a key area of the school is dedicated to sporting achievement and is updated regularly 			Evidence in newsletter and on noticeboard	<p><i>Increased attitudes to learning around sporting activities</i></p> <p><i>Children to aspire to greater achievements</i></p> <p><i>Parent partnership celebrating child's success.</i></p>	Update board every six weeks Newsletters to be published every two weeks
Sports equipment in school is up-to-date, in full working order and is fully used to maximise involvement in PE curriculum activities	<ul style="list-style-type: none"> Purchase new equipment to support PE curriculum as required and extra curriculum activities Continue the rolling programme of maintenance and 	£2267	£2267	List of new equipment purchased. Maintenance and repair report.	<p><i>Children have the equipment that they need to engage in exciting and new sports activities</i></p> <p><i>Focus on equipment in EYFS area to engage children in exciting new sports activities</i></p>	Part of a rolling programme of improvements and maintenance

	repair of existing equipment				<i>Greater access to resources increased participation and engagement</i>	
Bikeability	<ul style="list-style-type: none"> To gain practical skills and understand how to cycle on today's roads. 	£636	£636	Programme of bikeability, register and completion certificates.	<i>Children gained important practical and safety skills</i>	Continue yearly programme
<p>Review of Impact:</p> <ul style="list-style-type: none"> <i>Gold Award achieved as sufficient evidence in place.</i> <i>Years 4 and 6 participated in Bikeability to give children practical skills to keep themselves safe on today's roads.</i> <i>Sports achievements continues to be celebrated in weekly assembly to raise profile.</i> <i>Display board regularly updated</i> <i>Play equipment in EYFS has been built on the slope encouraging new physical activities for our youngest children.</i> <i>Local dance instructor has taught in school and culminated in a presentation of each class performing a dance at the Summer Fair to an audience of parents and wider community. This was presented at 2pm on Tuesday 5th July to ensure inclusion of every child.</i> 						
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport						
<ul style="list-style-type: none"> Training and purchase of Real PE/Real Gym (Jasmine Platform) in teaching PE and sport Sports coach to continue to work alongside staff. Has been covering PPA and starting to work alongside staff in order to support increasing confidence and skills. 	<ul style="list-style-type: none"> support knowledge, skills and confidence of all staff via Jasmine which shows video extracts of activities plus clear progression of teaching and assessment opportunities 		£495	Staff questionnaire. Programme of support.	<i>Increase confidence and subject knowledge of all staff</i> <i>Lunchtime Supervisors and Learning Assistants more confident in taking an active role in lessons/lunchtime activities</i> <i>Skills, knowledge and understanding of children to increase due to greater</i>	As the year progresses Learning Assistants and Lunchtime Supervisors to complete Staff Voice to assess impact on confidence and skills

<ul style="list-style-type: none"> Continue to organise opportunities for Lunchtime Supervisors and Learning Assistants to work alongside coaches to support upskilling and progression of skills <p><i>(Carried forward due to impact of Covid restrictions for this academic year)</i></p>	<ul style="list-style-type: none"> Audit the confidence of Learning Assistants and Lunchtime Supervisors in supporting the teaching and learning of PE and sports activities Organise coaches to work alongside Learning Assistants and Lunchtime Supervisors to develop and support their confidence and professional practice 				<p><i>interest in PE and sports activities</i></p>	<p>Pupil voice to be used to monitor the children's thoughts and attitudes towards PE and the activities offered</p>
<p>Review of Impact:</p> <ul style="list-style-type: none"> <i>Staff, who have worked alongside coaches, more confident in delivering elements of the PE curriculum.</i> <i>Lunchtime Supervisors and Learning Assistants more confident in taking an active role in lessons/lunchtime activities</i> <i>Skills, knowledge and understanding of children to increase due to greater interest in PE and sports activities</i> 						
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>						

<ul style="list-style-type: none"> • Develop and increase the range of activities both within and outside the curriculum in order to get more children involved in sporting activities • Focus on children who do not take up the offer of additional PE/sports activities to encourage them • Swimming Pool to be open earlier in the academic year so that children have more opportunity to access the resource. Staff to be trained. <p><i>(Carried forward due to impact of Covid restrictions for this academic year)</i></p>	<ul style="list-style-type: none"> • Audit provision for PE both inside and outside the curriculum • Organise and book breakfast, lunchtime and after school sports and dance clubs • Ensure that there is appropriate staffing available to support the extra time in the pool 			<p>Pupil questionnaire.</p> <p>Programme of breakfast, lunchtime and after school sports and dance clubs.</p> <p>Completion certificates of staff training.</p>	<p><i>Improved behaviour at lunchtimes leads to improved learning in the afternoon</i></p> <p><i>Children excited and motivated to take part in further sports provision</i></p> <p><i>Children motivated by quality provision for swimming and each pupil by the end of KS2 is able to do the following:</i></p> <p><i>Perform safe self-rescue in different water based situations swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</i></p>	<p>Collect Pupil Voice to find out attitudes towards different out of school time activities</p> <p>Plan a programme of different and unusual activities to enrich the curriculum</p> <p>Ensure necessary maintenance is carried out to allow pool to open earlier in the academic year</p>
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Review of Impact:

- *Improved behaviour at lunchtimes leads to improved learning in the afternoon*
- *Children excited and motivated to take part in further sports provision*
- *Children motivated by quality provision for swimming and each pupil by the end of KS2 93% of pupils(2021/2022) were able to do the following: Perform safe self-rescue in different water based situations swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.*

Key Indicator 5: Increased participation in competitive sport

<ul style="list-style-type: none"> • To maintain the participation in competitive sporting activities run within the Daventry Area and across PDET • Maintain inter-house sports activities on a termly basis • Encourage more disaffected children from key groups e.g. girls/children from disadvantaged backgrounds to increase participation in competitive sports • Provide/subsidise transport costs to and from competitive sporting events to support increased participation • Continue Membership of Youth Sports Trust Membership and the South Northants Sports Partnership • Continue to pay for use of Village Playing Field 	<ul style="list-style-type: none"> • Liaise with partner Schools/South Northants Sports Partnership to participate in inter-schools competitive events • Book mini buses and coaches as needed to transport children to events • Timetable inter-house sports events • Release staff to attend competitions as required 	<p style="text-align: center;">£1350</p> <p style="text-align: center;">£500</p> <p style="text-align: center;">£230</p>	<p style="text-align: center;">£1350</p> <p style="text-align: center;">£558.67</p> <p style="text-align: center;">£230</p>	<p>Programme of competitive and inter-house sports events. Register of attendance.</p> <p>Pupil questionnaire.</p> <p>Certificate of membership.</p>	<p><i>Greater number of children are participating in competitive sport</i></p> <p><i>Improved standards in PE lessons</i></p> <p><i>Children showing more interest in PE and sports activities</i></p>	<p>PE subject lead to liaise and work alongside sports coaches and Northants Sports Partnership/PDET to form a strong partnership</p>
<p>Review of Impact:</p>						

- *Greater number of children are participating in competitive sport as competitions have resumed and staff have ensured that children have attended them by organising and supporting event participation.*
- *Improved standards in PE lessons*
- *Children showing more interest in PE and sports activities through award of house tokens for in-house events. Weekly house token totals announced every week in celebration assembly. Half termly house winners are then authorised to wear no-uniform for one day – this is a reward that all children want to achieve.*

• **Other School Priorities: To strengthen capacity within school to better meet the well-being and mental health needs of all children.**

<ul style="list-style-type: none"> • Continued early identification of SEMH needs with targeted intervention – Pastoral lead • Wellbeing ‘Nurture’ lunchtime club. (Delivered by Pastoral Lead) • Continue PSHE Programme (Heartsmart) that includes physical activity and relaxation plus Mindfulness lessons. 	<ul style="list-style-type: none"> • Continued release of staff to provide timely SEMH interventions e.g. Draw and Talk, Socially Speaking 	£3760	£3773	Record of therapeutic interventions.	<p><i>Barriers to learning beginning to be removed</i> <i>Targeted pupils’ emotional/ social needs being addressed and strategies being deployed more spontaneously by children</i> <i>All children’s emotional skills being enhanced and better regulated.</i></p>	Staff training for PSHE Heartsmart Programme Completed.
<ul style="list-style-type: none"> • Forest school 	<ul style="list-style-type: none"> • to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners. Forest School offers 	£5625	£5545	Evidence of PSHE Programme activities (Heartsmart) Photographs of activities in newsletter, website and on social media.	<p><i>Forest School continues to be a strength. The Forest School Lead and Forest School Assistant have completed their training.</i></p>	

	learners the opportunity to take supported risks appropriate to the environment and to themselves.					
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Review of Impact:

- *Barriers to learning beginning to be removed. Pastoral Lead (Mrs Craig) has carried out direct work with 63 children(32%). Additionally, she has worked with approximately 95% of the whole school on a more informal basis.*
- *Targeted pupils' emotional/ social needs being addressed and strategies being deployed more spontaneously by children*
- *All children's emotional skills being enhanced and better regulated.*
- *Forest School continues to be a strength. The Forest School Lead and Forest School Assistant have completed their training. All children have accessed Forest School Sessions.*