



# PE and School Sport Premium

*Evidencing the impact and sustainability of the programme*

School Name	Braunston C of E Primary School
Head Teacher	Mrs Lianna Willis
PE Coordinator	Miss Vicky Tant
PE Governor	Mr Taffs

PE and School Sport Development Plan 2020/2021

Total Sports Premium Allocated to School £21,056.45 (£3,306.45 carried over from 2019/20)

## PE and School Sport Premium

### 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 <b>impact on pupils:</b>	Actions to achieve:	Planned Funding	Actual funding	Evidence:	Actual Impact:	Sustainability and suggested next steps:
Continue to operate Breakfast Clubs to encourage more children to attend school earlier and get involved in activities	<ul style="list-style-type: none"> <li>• Employ members of staff needed to organise and operate in Breakfast Club</li> <li>• Introduce greater physical activity in Breakfast Club e.g. Wake Up and Shake Up</li> <li>• Employ Sports coaches to lead Breakfast Club Sports Activities</li> </ul>			<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>Increased numbers of children attending Breakfast Clubs</p> <p>Increased activity and enjoyment of the children attending.</p> <p><i>Not achieved fully due to covid restrictions.</i> <i>Reduced numbers only allowed for Breakfast Club and limited visitors.</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><i>Carried forward due to impact of covid restrictions.</i></p>
Targeted daily exercise at break and lunch times led by qualified sports coach	<ul style="list-style-type: none"> <li>• School staff to ensure their class attend allocated sessions</li> </ul>	130	£0	List of exercise clubs led by qualified sports coaches	<p><i>Not achieved fully due to covid restrictions.</i> <i>Cross Country led by in house staff</i></p> <p><i>50% of children(min attended)</i></p>	<p><i>Carried forward due to impact of covid restrictions</i></p>

**Review of Impact: COVID Restricted.**

- *The anticipated increased number of children attending and enjoying breakfast clubs was impacted by Covid for 2020 to 2021.*
- *From 19th April, lunchtime cross country sessions were offered to 3 out of 4 of the KS2 classes (90 children). These took place at the local sports field and were organised in class bubbles on different days. This saw 50% of children participate in their own lunch-time.*

**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"> <li>• Allocated staff to apply for award supplying relevant evidence</li> </ul>			Award certificate	<i>Not achieved due to impact of Covid</i>	Allocated staff to apply for award supplying relevant evidence  <i>Re-engage with Sports Mark following Covid.</i>
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"> <li>• Achievements celebrated in assembly</li> </ul>			Sporting achievements put on school newsletter	Increased activity and enjoyment of all children in sporting activities  All children involved in Celebration Assemblies throughout the year  <i>Continued via Zoom. Sports updates given weekly and achievements shared with whole school.</i>	Continue
Local Dance instructors to promote and teach activities to encourage children to become more involved in school	<ul style="list-style-type: none"> <li>• Organise a programme of activities linked to the curriculum</li> </ul>			Programme of activities, photos and video recordings	Improved attitudes to learning around sporting activities <i>Two local dance instructors continued to promote activities within school.</i>	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"> <li>• Ensure Newsletters include information about sporting activities and achievements</li> <li>• Ensure that a board in a key area of the school is dedicated to sporting achievement and is updated regularly</li> </ul>			Evidence in newsletter and on noticeboard	<p>Increased attitudes to learning around sporting activities Children to aspire to greater achievements</p> <p><i>Regular note of sporting achievements through assembly and school newsletter plus display board next to school entrance</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"> <li>• Purchase new equipment to support PE curriculum as required and extra curriculum activities</li> <li>• Continue the rolling programme of maintenance and repair of existing equipment</li> </ul>	£6750	£4868	List of new equipment purchased. Maintenance and repair report.	<p>Children have the equipment that they need to engage in exciting and new sports activities</p> <p><i>Focus on equipment in EYFS area to incorporate scramble net and slide on the bank to engage children in exciting new sports activities</i></p>	Part of a rolling programme of improvements and maintenance
Bikeability	<ul style="list-style-type: none"> <li>• To gain practical skills and understand how to cycle on today's roads.</li> </ul>	£400	£504	Programme of bikeability, register and completion certificates.	<p>Children gained important practical and safety skills</p> <p><i>Bikeability was offered in two classes (Years 4 and 6) and 75% of children successfully completed this.</i></p>	Continue yearly programme

Review of Impact:

*The children have improved enjoyment, participation and attitudes to sport.*

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

<ul style="list-style-type: none"><li>• 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.</li><li>• Continue to organise opportunities for Lunchtime Supervisors and Learning Assistants to work alongside coaches to support upskilling and progression of skills</li></ul>	<ul style="list-style-type: none"><li>• Audit the confidence of Learning Assistants and Lunchtime Supervisors in supporting the teaching and learning of PE and sports activities</li><li>• Organise coaches to work alongside Learning Assistants and Lunchtime Supervisors to develop and support their confidence and professional practice</li></ul>	£3103	£3103  £2290	Staff questionnaire.  Programme of support.	Increase confidence and subject knowledge of Learning Assistants Lunchtime Supervisors and Learning Assistants more confident in taking an active role in lessons/lunchtime activities Skills, knowledge and understanding of children to increase due to greater interest in PE and sports activities  <i>Not achieved fully due to impact of Covid, however all classes benefitted from working alongside a dance coach.</i>	As the year progresses Learning Assistants and Lunchtime Supervisors to complete Staff Voice to assess impact on confidence and skills Pupil voice to be used to monitor the children's thoughts and attitudes towards PE and the activities offered  <i>Carried forward due to impact of covid restrictions for this academic year</i>
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<b>Review of Impact:</b> <ul style="list-style-type: none"> <li><i>Teachers have increased skills, knowledge and understanding in teaching physical education and have taken part in Real PE training, trialling the new approach during the summer term.</i></li> </ul>						
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>						
<ul style="list-style-type: none"> <li>Develop and increase the range of activities both within and outside the curriculum in order to get more children involved in sporting activities</li> <li>Focus on children who do not take up the offer of additional PE/sports activities to encourage them</li> <li>Swimming Pool to be open earlier in the academic year so that children have more opportunity to access the resource. Staff to be trained.</li> </ul>	<ul style="list-style-type: none"> <li>Audit provision for PE both inside and outside the curriculum</li> <li>Organise and book breakfast, lunchtime and after school sports and dance clubs</li> <li>Ensure that there is appropriate staffing available to support the extra time in the pool</li> </ul>	£500	£550	<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>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 is able to do the following:</p> <p><i>Perform safe self-rescue in different water based situations swim competently, confidently and proficiently over a distance of <b>at least</b> 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</i></p> <p><i>Swimming pool initial opening delayed due to adverse</i></p>	<p>Collect Pupil Voice to find out attitudes towards different out of school time activities Plan a programme of different and unusual activities to enrich the curriculum Ensure necessary maintenance is carried out to allow pool to open earlier in the academic year</p>

					<p><i>weather and technical issues by one week</i></p> <p><i>All children accessed the pool for most of the summer term.</i></p>	<p><i>Carried forward due to impact of Covid restrictions for this academic year</i></p>
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**Review of Impact:**

*Children more engaged and motivated in new sporting events. They have experienced a range of different sporting activities (Ninja Warrior activities, orienteering and climbing wall).*

*Year 6 swimming : 93% perform safe self-rescue in different water based situations swim competently, confidently and proficiently over a distance of **at least** 25 metres Using a range of strokes effectively.*

**Key Indicator 5: Increased participation in competitive sport**

<ul style="list-style-type: none"> <li>• To maintain the participation in competitive sporting activities run within the Daventry Area and across PDET</li> <li>• Maintain inter-house sports activities on a termly basis</li> <li>• Encourage more disaffected children from key groups e.g. girls/children from disadvantaged backgrounds to increase participation in competitive sports</li> <li>• Provide/subsidise transport costs to and from competitive sporting events to support increased participation</li> <li>• Continue Membership of Youth Sports Trust Membership and the South Northants Sports Partnership</li> <li>• Continue to pay for use of Village Playing Field</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with partner Schools/South Northants Sports Partnership to participate in inter-schools competitive events</li> <li>• Book mini buses and coaches as needed to transport children to events</li> <li>• Timetable inter-house sports events</li> <li>• Release staff to attend competitions as required</li> </ul>	<p>£1350</p> <p>£300</p> <p>£230</p>	<p>£1350</p> <p>£139.27</p> <p>£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>Greater number of children are participating in competitive sport Improved standards in PE lessons Children showing more interest in PE and sports activities (due to covid some of the competitions remained virtual) <i>Very limited number of any sporting activities due to Covid restrictions.</i></p> <p><i>Braunston placed 3<sup>rd</sup> in PDET's 'Going for Gold' competitive sporting event.</i></p> <p><i>Whole school community involvement in 'Trek to Tokyo'(virtual competition against other schools)</i></p> <p><i>Inter-house competitions reduced in number due to Covid restrictions. Only able to run within class bubbles</i> <i>We ran an 'in-house' residential for Y6 with a focus</i></p>	<p>PE subject lead to liaise and work alongside sports coaches and Northants Sports Partnership/PDET to form a strong partnership</p>
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					<i>around competitive sporting activities such as climbing, tomahawk throwing and rocket launching ( some were led by the leader of the local scout group).</i>	
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**Review of Impact:**

A greater number of children participating in sports both in and out of school. Whole school and families able to join in with virtual competitions.

- Rebranding of Whole School Behaviour Policy to include physical house tokens. 100% of children motivated (children keen to earn tokens for houses). This has created a further sense of belonging to a house – children now know their house colours and names. Friday Celebration Assembly announcement of house totals- creating inter house competitiveness. Large, prominent display of houses and winning house has its colours added to the cup and mascot put next to the cup.*

**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"> <li>Continued early identification of SEMH needs with targeted intervention.</li> <li>Enrich current PHSE curriculum and activities with therapeutic art activities linked to emotions</li> <li>Continue PSHE Programme (Heartsmart) that includes physical activity and relaxation plus Mindfulness lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Continued release of staff to provide timely SEMH interventions e.g. Draw and Talk, Socially Speaking</li> <li>Continue to employ art staff to work alongside teacher and learning assistants to support skills and confidence in linking art to emotional development.</li> <li>to promote the holistic development of all involved, fostering resilient, confident,</li> </ul>	£395	£395	Record of therapeutic interventions.	Barriers to learning beginning to be removed 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. <i>Following Covid lockdowns, additional input put into place from Pastoral Lead and Pastoral assistant to support regulation of children due to anxiety and bereavement.</i>	Bronze accreditation to awarded for TAMHS  Staff training for PSHE Heartsmart Programme Completed.
		£7592	£7592	Evidence of PSHE Programme activities in class workbooks and floor books (Heartsmart)		
				Photographs of activities in		

<ul style="list-style-type: none"> <li>• Forest school</li> </ul>	<p>independent and creative learners. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.</p>			<p>newsletter, website and on social media.</p>	<p><i>Range of Ks1 and Ks2 interventions put into place – 69 children -34 % of school</i></p> <p><i>Pastoral Lead qualified as a MHFA Champion (Mental Health First Aid)</i></p> <p>All children have taken part in Forest school. (100%)  <i>Forest School continues to be a strength. The Forest School Lead and Forest School Assistant have completed their training.</i></p>	
<p><b>Review of Impact:</b></p> <ul style="list-style-type: none"> <li>• <i>The impact of Covid restrictions increased the need of release time for SEMH/wellbeing interventions following school wide self assessment of pupils on return to school.</i></li> </ul>						