

Birchwood Primary School

The Sports Premium

Academic Year 2020/21

This report outlines how our school has planned to spend the Sports Premium allocation in 2020-21. It also outlines our key principles and reasons for spending the Sports Premium in the way that we do.

Our Principles and Objectives

The Sports Premium is used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-ages pupils, in the 2020 to 2021 academic year, to encourage the development of healthy, active lifestyles.

School are free to spend the Sports Premium as they see fit, however our approach and vision for our pupils is to ensure that all are offered '**rich opportunities and memorable experiences**' and that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.

Our decisions on how best to use the 'Sports Premium' are based on the findings of high quality research and publications, as well as OFSTED's own 'best practice' guides. These have supported our decision on expenditure over the best and most effective use of our Sport Premium Funding.

We believe that:

- All of our children should and will benefit from the teaching and learning opportunities that Sport Premium funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- Sport premium spending should be allocated following a needs analysis which identifies children with priority needs.
- Our Sport Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children
- Our Sports Premium funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available
- Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some of our long term objectives will take more than an academic year to come to fruition.

Our Pupil Premium Funding

Total number of pupils on role: 444 (384 from Y1 - 6)
 Total amount of Sports Premium Grant per pupil: £10 each (Y1 – 6) plus £16,000
 Total amount of Sports Premium Grant: £19,840

Our Targeted Areas

In order to improve the progress and outcomes for Sports Premium pupils we aim to:

- **Raise attainment and progress in PE by assessing and monitoring.**
- **Ensure all staff have high quality professional development which will focus on supporting staff to implement the new PE Curriculum Overview to support skills progression across year groups.**
- **Assess the progression of skills across school ensuring all staff are teaching the skills outlined for their year group and any gaps in prior knowledge using the PE Curriculum Overview.**
- **Increase participation in PE through a wide range of quality provision – including more intra-competitions.**
 - **Enable all pupils to participate in a range of competitive sports.**
- **Create a challenging environment that will enable every child to fulfil their potential.**

Nature of Support 2020-2021

Record of Sport Premium Grant Spending by item/project 2020-21

(PPP – Pupil Premium Pupils)

Item/Project/Action	Objectives	Cost	Expected Outcomes
Improve teaching and learning in PE lessons			
<p><i>Ensure all staff have high quality professional development which will focus on supporting staff to implement the new PE Curriculum Overview to support skills progression across year groups.</i></p> <ul style="list-style-type: none"> - Staff CPD to introduce the PE Curriculum Overview which all staff will be working from this academic year. - Discussions with staff about significant/important changes and liaise with teachers about any other changes that need making. - Teachers from 2019/20 classes highlight skills covered in this academic year (due to Covid19). - Share PE Curriculum Overview with Sports Coaches so they can work alongside/support it when delivering a custom training package for teachers linked to specific skills. - Share PE Curriculum Overview with dance specialists to support staff development and the progression of skills. - A range of resources and support sports packs available to staff to help plan lessons involving the appropriate skills. 	<ul style="list-style-type: none"> - Raise attainment and progress in PE. - Ensure a clear progression of skills taught in each year group. - Ensure all staff have access to high quality professional development and resources needed. - Create a challenging environment that will enable every child to fulfil their potential. 	<p>£16,904 Sports Coaches £1,500 Resources</p>	<ul style="list-style-type: none"> - Continue to monitor PE for each year group. This should be 2 photo pages every half term to show the area and skills taught. - Sustainability - Teachers show an increase in confidence in delivering the PE curriculum due to the PE Curriculum Overview resource and the support of specialised sports coaches, allowing them to support colleague themselves in the future. - Highlighting the skills taught in 2019/20 will identify gaps that were not covered due to Covid 19 and therefore allow teachers to plan to consider/cover this during this academic year. - Drop in observations indicate all pupils make progress and are challenged to reach their potential and to ensure relevant skills are being taught. - Pupils report that PE lessons are active, enjoyable and can confidently share the skills they have improved.
<p><i>Assess the progression of skills across school ensuring all staff are teaching the skills</i></p>	<ul style="list-style-type: none"> - To provide a whole school map to clearly show 		<ul style="list-style-type: none"> - Teachers are meeting the National Curriculum requirements and a clear progression of skills is

<p>outlined for their year group and any gaps in prior knowledge using the PE Curriculum Overview.</p> <ul style="list-style-type: none"> - Whole school PE Evidence to be updated every half term showing what each class as covered in PE that half term and to show the skills that have been taught – taking them directly from the PE Curriculum Overview. The photo pages should include how skills have been differentiated for different ability groups. - Monitor assessment of PE – Ensure objectives from the National Curriculum are being met by lesson ‘drop in’s and pupil interviews. - Highlighting skills and coverage from 2019/20 to allow next year groups teacher to see and address gaps in children’s skills (due to Covid 19). 	<p>progression of skills across school and staff can see where the children have come from and where they are heading to.</p> <ul style="list-style-type: none"> - To ensure year group specific skills are taught in the correct year. - To ensure children develop on the skills they have year on year. - Raise attainment and progress in PE. - Create a challenging environment that will enable every child to fulfil their potential - Accelerate progress and attainment in PE skills. 	<p>£300 Monitoring (lesson obs, pupil interviews etc)</p>	<p>taught throughout the year and across all year groups by using PE Curriculum Overview.</p> <ul style="list-style-type: none"> - Sustainability – There is a clear progression of skills that teachers can look at. They can see where the children came from and where they are going. Teachers can clearly see how each skill is developed. - PE Lead can assess objectives/skills being taught and any gaps that may arise in specific year groups. - High achieving children are identified and given challenge and children who are struggling to develop the skill can be supported further. - All teachers are aware of attainment and progress to precisely plan next steps in learning and to support differentiation. - Whole record to track progress of skills and objectives in PE.
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To increase participation in school sports and competitions

<p>Introduce a wider range of extra curricular sports opportunities delivered by qualified coaches.</p> <ul style="list-style-type: none"> - After school clubs and extra support to directly support competitions and coaches supporting at tournaments. - BASE Academy support so children can chose to take part in physical activities with qualified coaches. - Lunchtime coaches to encourage children to participate in different sports/games to develop skills and enjoyment. - Meet with the school council to find out what sporting clubs children in KS1 and KS2 would like opportunities for. - Provide new clubs (from the outcome of meeting the school council). - Develop greater participation by pupil premium children. 	<ul style="list-style-type: none"> - Increase participation in physical activities through BASE Academy. - Provide coaching too support competitions. - Increase participation in PE through a wide range of quality provision - To increase participation in additional school sports. - Create a challenging environment that will enable every child to fulfil their potential. 	<p>£16,904 Sports Coaches</p>	<ul style="list-style-type: none"> - Coaches will deliver a well structured sports club building skills (BASE Academy, after school clubs and during lessons). - Barriers to participation will be lifted by funding PPP to attend clubs. - Children will be encouraged to attend clubs, participate in lunchtime activities and participate in competitions outside of school. Children enjoy the after school clubs and therefore are eager to attend other clubs. - High achieving children will be identified.
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<p>Enable all pupils to participate in a range of competitive sports. Create a challenging environment that will enable every child to fulfil their potential.</p> <ul style="list-style-type: none"> - Create a calendar of new inter-house school competitions for all children to participate in. A sporting event each half term that can link to House Competitions. - Organise teams and letters for team entering external competitions - Promote participation and celebrate achievement in school assemblies and in the ‘Birchwood Bugle’. - Set up and organise an event ‘CAT Challenge Cup’. 	<p>-- Enable all pupils to participate in a range of competitive sports in PE lessons and at least one a term in intra-house competitions.</p> <ul style="list-style-type: none"> - Create a challenging environment that will enable every child to fulfil their potential. - BASE Academy clubs run by coaches. 	<p>£300 Lesson cover for organiser to plan and set up all of the events.</p> <p>£150 Medals/trophies</p> <p>£500 Resources for the competitions (including referees etc)</p>	<ul style="list-style-type: none"> - All children will have had the opportunity to compete in at least 3 ‘competitive’ style house sporting competitions across the year. - Children will have opportunity to compete in a competitive situation including cricket, netball, football, athletics and cross country etc. - High achieving children will have access to external competitions which will provide more challenge and allow them to demonstrate their skills at a higher level e.g. inter district and national competitions. - A successful ‘CAT Challenge Cup’ event was run with the three schools with the hope to add more events into this event in the future.
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NB: Whilst many of our highly focussed short term initiatives have shown good success, a number of our initiatives are designed to be ‘cumulative in their impact’ i.e. we will show significant success over time and across many aspects of the child’s life.

Current Impact Statement - 2020-21

Updated on a termly basis

Ensure all staff have high quality professional development which will focus on supporting staff to

implement the new PE Curriculum Overview to support skills progression across year groups.

Autumn

Staff have been introduced to the PE Curriculum Overview and all staff are working from this.

The PE Curriculum Overview has been shared with sports coaches/ dance specialist so they can work alongside/support this when delivering a custom training package for teachers linked to the specific skills objectives.

Staff have been directed to a range of resources and support sports packs to help plan lessons involving the appropriate skill.

Teachers are continuing to show an increase in confidence in delivering the PE curriculum due to the PE Curriculum Overview resource and the support of specialised sports coaches.

Spring

Teachers are continuing to show an increase in confidence in delivering the PE curriculum due to the PE Curriculum Overview resource and the support of specialised sports coaches.

Staff are continuing to use the PE Curriculum Overview to support their planning.

Assess the progression of skills across school ensuring all staff are teaching the skills outlined for their year group and any gaps in prior knowledge using the PE Curriculum Overview.

Autumn

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The PE Curriculum Overview has been shared with sports coaches /dance specialist so they can work alongside/support this when delivering a custom training package for teachers linked to specific skills objectives.

Staff have been directed to a range of resources and support sports packs to help plan lessons involving the appropriate skills.

Teachers from 2019/20 classes have highlighted skills covered in this academic year (due to Covid19), current teachers are aware of the skills not taught to their class last year.

PE subject leads have continued to monitor PE for each year group, which includes 2 photo pages every half term to show the area and skills taught, all year groups are teaching the required skills for their year group.

Teachers are differentiating during PE lessons using the STEP model (space, time, task, equipment and people). High achieving children are identified and given challenge and children who are struggling to develop the skill are supported further.

Teachers are assessing the progress of their class in PE using Curriculum Maestro.

Spring

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Teachers are differentiating during PE lessons using the STEP model (space, time, task, equipment and people). High achieving children are identified and given challenge and children who are struggling to develop the skill are supported further.

Teachers are assessing the progress of their class in PE using Curriculum Maestro.

PE subject lead has filled in The Inclusive Health Check self-review tool on the School Games Website and now has an action plan unique to our school.

Introduce a wider range of extra-curricular sports opportunities delivered by qualified coaches.

Autumn

Sports coaches delivered extra-curricular sports opportunities during lunchtimes to year group bubbles.

Sports coaches delivered BASE skills sports opportunities to year group bubbles.

Staff delivered BASE skills sports opportunities to year group bubbles.

Spring

Dance was delivered during remote learning by a dance specialist, to all year groups.

Sports coaches delivered extra-curricular sports opportunities during lunchtimes to year group bubbles.

Plans have been put into place for sports coaches to deliver extra-curricular sports opportunities, to year group bubbles, after school in the summer term.

Staff will be leading extra-curricular activities in the summer term, to their year group bubble, many of them being sports opportunities.

Enable all pupils to participate in a range of competitive sports. Create a challenging environment that will enable every child to fulfil their potential.

Autumn

During PE lessons, staff have been including a competitive element, during the different units of work.

Spring

During PE lessons, staff have been including a competitive element, during the different units of work.

During remote learning, classes set children challenges. For example, how many times can you bounce a ball in one minute?

PE subject lead has filled in The School Games Mark Framework self-review tool and now has an action plan unique to our school.