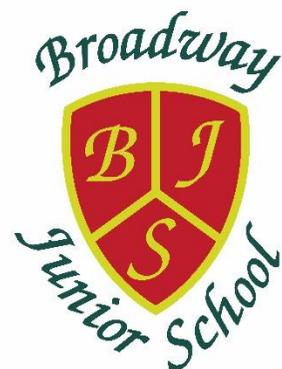


# Broadway Junior School PE and Sport Premium



## PE and sport premium spending 2019 – 2020

Review July 2020: Due to the COVID-19 school closures and following government guidance, some funding will be carried over to next year, as not all activities or planned development could be completed.

Review and reflection – based on the 5 key indicators from DfE

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>Provision of range of lunchtime and after school clubs/activities throughout the year, to interest all children and increase participation, e.g. gymnastics, Fit for Fun, football.</p> <p>Member of staff 'Forest School' trained, allowing children to be active outdoors, both within school time and after school, whilst participating in a range of physical activities.</p>	<p>Engagement of all pupils in regular physical activity:</p> <ul style="list-style-type: none"> <li>• encouraging active play during break times and lunchtimes</li> <li>• extending/funding attendance of school sport clubs and activities and broadening the variety offered</li> </ul> <p>Profile of PE and sport is raised across the school as a tool for whole-school improvement:</p> <ul style="list-style-type: none"> <li>• school council to ascertain view of peers regarding active break times</li> <li>• embedding physical activity into the school day through active travel to and from school (links with Step Up Sunderland), active break times (playground markings to improve and encourage a variety activities)</li> <li>• incorporating the Daily Mile, with support from Tyne and Wear Sports</li> </ul> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport:</p> <ul style="list-style-type: none"> <li>• providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across school</li> <li>• hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities</li> </ul> <p>Broader experience of a range of sports and activities offered to all pupils:</p> <ul style="list-style-type: none"> <li>• introducing new sports and physical activities (e.g. yoga, rugby, fitness sessions) to encourage more pupils to take up sport and physical activities</li> <li>• providing more extra-curricular activities at lunchtime and after school</li> </ul> <p>Increased participation in competitive sport:</p>

<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	98%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	98%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	This information is unobtainable due to the COVID 19 school closures.
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	No.

Action Plan and Budget Tracking – intended annual spend based on the 5 key indicators from DfE

Academic Year: 2019/20	Total fund allocated: £18,540  COVID-19 carry over: £4567.50	Date Updated: July 2020
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Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				21%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to extend/fund attendance of school sport clubs and activities at different points throughout the day, to give all children the opportunity to achieve at least 30 minutes per day of activity (which will also include participation in The Daily Mile and increased activity at break times – see below).	Weekly breakfast fitness sessions before school (Fit for Fun) led by external sports coach	£925 Actual spend = £612.50. Carry over = £312.50.	High levels of participation sustained, knowledge and skills developed accordingly.  Motivation and understanding of the benefits of a healthy lifestyle gained.  Positive pupil/parent feedback	Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.  Focus particularly on those pupils who do not take up additional PE and Sport opportunities.
	Gymnastics sessions after school led by external gymnastics coach, 2 hours per week	£2065 Actual spend = £1435. Carry over = £630.		
	Weekly football sessions after school, led by SAFC Foundation of Light coach	£953 Actual spend = £740. Carry over = £213.		
		<b>Total carry over = £1155.50</b>		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:	
				18%	
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Sustainability and suggested next steps:	
Encourage active play during break times and lunchtimes through an increased variety of activities (children-led; School Council to ascertain views of peers regarding active break times, choice of playground markings and games equipment). Physical activity embedded into the school day through active travel to and from school (links with Step Up Sunderland), as well as The Daily Mile.	Following suggestions from the children, install playground markings that require increased activity (hopscotch, trails, etc.) and provide equipment (hoops, balls, skipping ropes, etc.)		£3412 Actual spend = £0 (work was due to be carried out in Easter holidays) Carry over = £3412	Children access a range of different sports equipment during break times and lunchtimes.  Each year group is allocated their own box of equipment. Children can use a range of equipment for different sporting activities.  Due to the coronavirus lockdown the playground markings instalment was postponed until a later date.	Continue with the daily mile and encourage active travel to and from school.  Purchase and replace any play-time equipment as necessary.  Continue to develop the outside area of school and surrounding areas with playground markings for the daily mile and other activities.
		<b>Total carry over = £3412</b>			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			33%
Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, both now and in future years.	Jill Allan, Thornhill Academy primary link PE teacher, to support CPD of all staff, through a year-long programme of modelling outstanding practice, coaching and mentoring, as well as providing lesson plans and resources. (4 hours per week, working with each teacher across the six half terms)	£6080	<p>Staff have developed their knowledge and skills in a range of sports.</p> <p>Staff show increased confidence in leading PE sessions.</p> <p>Pupils are able to access and participate in a wider range of sports / activities .</p>
			Sustainability and suggested next steps:
			Continue to provide CPD, coaching, model lessons and team teaching for staff in order to further develop teaching and learning. This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			26%
Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Introduce new sports and physical activities (e.g. yoga, rugby, fitness sessions) to encourage more pupils to be active, within the school day, as well as at lunchtimes and after school. Ascertain views of all children, aiming to provide a range of activities to enthuse and motivate, particularly the less active children.	Provide all children with opportunities to attend the following sessions across the year:  Lunchtime rugby sessions  Lunchtime yoga sessions  Lunchtime circuits sessions  After school multi-sports and fitness sessions  Quidditch sessions for every class	£300  £1140  £1520  £1520  £300	There is an increased number of children participating in a broader range of sporting activities which lead to a healthier lifestyle.  Children are actively participating in physical activities and are more aware of the impact a healthy lifestyle can have on both the body and the mind.  School achieved the Gold Standard Great Active School Charter Mark this year and the School Games Virtual Award for continuing to encourage children to be active at home during lockdown.
			Sustainability and suggested next steps:  Continue to offer a range of physical activities before, during and after school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase pupils' participation in competitions and tournaments.	Skipping coach to deliver sessions to Year 4, provide new skipping ropes and participate in an interschool skipping tournament.	£325	Pupils participate in competitive sporting events to develop their ability to work as a team or as an individual, and to increase their understanding of good sportsmanship. School was unable to take part in the skipping tournament but has taken part in other competitive activities throughout the year including a rugby tournament in the Autumn term.	Continue to send children to as many events as possible.

Signed off by	
Head Teacher:	Claire Johnson
Date:	Sept. 2019
Subject Leader:	Chris Lindstedt
Date:	Sept. 2019
Governor:	John Richardson
Date:	Sept. 2019