

Bickley Primary School PE and Sports Premium Funding 2017-2018

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Over the past two years, the PE Subject Leader has completed the Level 5 and Level 6 Professional Vocational Qualifications: Primary School PE Specialism and Subject Leadership in PE & School Sport. • Last year, the school was awarded the Gold School Games Award for its commitment to the development of Physical Education and competition across the school and into the community. • The school offers a wide range of extra-curricular sports clubs to all children. Last year, 68.4% of KS1 and KS2 children attended at least one of these clubs. • Last year, one of our HLTAs completed the Netball Level 2 course. • Every year, the school holds its own Sports Week. This is a chance for all children to take part in a wide range of sports throughout the week, led by school staff and bought in professionals from local sports teams and clubs. • All children take part in intra-school competitions during the year. • Last year 70% of the children in Y5 and 6 represented the school in an inter-school competition this year. • School team and individual sporting successes are shared and celebrated in assemblies, special sports and well-being newsletters and on the school sports display board. • A broad and balanced PE curriculum is taught across the year groups. • The Olympic and Paralympic values have been adopted as the school values and are at the centre of everything the school does. | <ul style="list-style-type: none"> • Participation levels of KS1 children in extra-curricular clubs are lower than that of KS2 children (49% KS1, 78% KS2). • Opportunities for inter-school competition are significantly higher in Y5 and 6. Last year 70% of upper KS2 took part in such competition, 32% of lower KS2 and 3% KS1. • Teachers' confidence and subject knowledge in the areas of dance and OAA are lower than the areas of games and athletics. For dance 65% of the teachers rated their subject knowledge as good or very good and 59% rated their confidence as good or very good. For OAA 41% of the teachers rated their subject knowledge as good or very good and 29% rated their confidence as good or very good. These two areas are then followed by Gymnastics where 76.5% of teachers rated their subject knowledge as good or very good and 70.5% rated their confidence as good or very good. • The year 6 teachers have changed this year so they will need to be trained on how to deliver the Play Leaders leadership program. • Playground zones were introduced last year and will need to be evaluated this year and developed further. • The PSHE Coordinator is new to the role so will need training. • The PE Coordinator and PSHE Coordinator will work closely together to develop the teaching of healthy lifestyles across the school. • Increasing the number of children that walk, scoot and cycle to school. |

Adapted from the document

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

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| Academic Year: 2017/18 | Total fund allocated: £19580 | Date Updated: 20/2/18 | | |
| <p>Key indicator 1: The engagement of <u>all</u> 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</p> | | | | <p>Percentage of total allocation:</p> <p>2.5% (£460) additional fund from PTA (FoBPs)</p> |
| <p>School focus with clarity on intended impact on pupils:</p> <p>Increasing opportunities for children to be physically active during lunchtimes</p> | <p>Actions to achieve:</p> <ol style="list-style-type: none"> 1. Identify and source high-quality training resources for new Y6 teachers to deliver Play Leader's Leadership program to all Y6 children. (Sports Leaders Play Maker Award and Energy Club) 2. Y6 teachers to deliver training. 3. Evaluate training and adapt if needed for next year. 4. Raise profile of Play Leaders on the playground during lunchtimes. 5. MDS INSET to review Play Zones introduced last year and give MDS ownership of this – linking in Play Leader activities. 6. Purchase new equipment for Play Zones, involving Play Leaders and pupil voice in choices. 7. Create timetable for Play Leaders and Play Zones. 8. Monitor Play Leaders and Play Zones. 9. Allow Play Leaders opportunity to share problems and | <p>Funding allocated:</p> <p>£210 (license and journals)</p> <p>FoBPs (£1330)</p> | <p>Evidence and impact:</p> <ul style="list-style-type: none"> - There are now a range of activities zones running on playground and field (weather dependent) offering all children opportunities to be physically active during lunchtimes. More children are taking part in physical activity during lunchtimes. Zones include activities run by Play Leaders. - All Y6 children were trained as Play Leaders. This allowed them to develop good leadership skills ready for secondary school. They explored what makes a good team and a good leader and developed their communication skills, organisational and motivational skills to get everybody active during breaks and lunchtimes. - In the Summer Term the Play Leaders gained additional training from Kent County Cricket to train | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> - Play Leader training resources can be used every year once purchased. Should Y6 teachers change previous class teachers can support new teachers. - Once The Daily Mile is part of school day can be run by teachers with no support. - Next year, monitor Daily Mile and promote. |

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| | <p>successes regularly to ensure motivation is high and improvements are made where needed.</p> <p>10. Regularly train Play Leaders in new games to keep younger children's engagement and enjoyment levels high.</p> <p>11. Introduce the Daily Mile and build into the school day.</p> | | <p>them in cricket based games, which they ran at lunchtimes.</p> <p>- The Daily Mile was started in Summer Term. All children encouraged to take part. As a result their activity levels have increased.</p> | |
| Encouraging more children to travel to school by foot, park and stride, scooter or bike | <ol style="list-style-type: none"> 1. Junior Travel Ambassadors (JTAs) to introduce SMART Movers scheme in assembly. 2. KS2 to have SMART Movers board to monitor how children travel to school each day. 3. Teachers to award badges to children when set milestones are achieved. | | <p>- JTAs and TA introduced SMART Movers in assembly. The scheme has run all year for KS2.</p> <p>- There has been a rise in children using own steam to come to school. This means they are being more physically active. KS2 children have been awarded badges for reaching key milestones. They wear these with pride.</p> | - Free scheme so can be continued next year. |
| Encouraging children to be active at home | <ol style="list-style-type: none"> 1. Purchase home access for 5-a-day. 2. Share access details within newsletter and on school website. 3. Celebrate out of school sporting successes in assemblies, sports and well-being newsletter. | £250 | <p>- Parents given access to 5-a-day to use with their children at home via the school website.</p> <p>- Out of school sporting successes shared in assemblies and the PE and Well-being newsletter.</p> | - FoBPs to pay for 5-a-day subscription in future years. |
| | | <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - Lunchtime activities - Play Leader journals - SMART Movers display in classroom - Children's SMART Movers badges - Assembly schedule - Newsletters | | |

| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
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| | | | | 10% (£1940) |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Developing the quality of PE and PSHE teaching to raise profiles of the subjects across the school and to promote healthy active lifestyles (mind, exercise and nutrition) | <ol style="list-style-type: none"> 1. Release PE Coordinator and PSHE Coordinator to develop, monitor and evaluate subjects across the school through lesson observations, model lessons and planning scrutinies. Identify CPD needs for teachers, arrange and deliver e.g. model lessons to observe, high-quality planning to share and courses. 2. PE Coordinator and PSHE Coordinator to attend termly twilight subject leader forums run by Bromley Primary School Sports & Clubs Development Association to hear updates and share good practice. 3. PSHE Coordinator to attend 'Promoting mental health and emotional wellbeing through PSHE education' course to learn about developing the skills, knowledge and understanding needed to teach about mental health safely and effectively. 4. PSHE to share knowledge and skills learnt with all teachers in a staff meeting to improve teaching across the school. 5. Make regular use of London & SE Primary PE, Health and Well Being Development Association's website for ideas and examples of best practice. Signpost staff there for support with planning and assessment. 6. PE Coordinator to regularly monitor delivery of lessons against whole school curriculum map. 7. PSHE Coordinator to develop PSHE Curriculum and signpost teachers to high-quality planning. 8. PSHE Coordinator to arrange and deliver Meditation and mindfulness INSET for teachers. Teachers to use ideas in | <p>£1260</p> <p>£360</p> <p>£245</p> <p>£75</p> | <ul style="list-style-type: none"> - PE and PSHE Coordinators attended termly subject leader forums run by Bromley Primary School Sports & Clubs Development Association to hear updates and share good practice. Information was shared with teachers in staff meetings. - PE Coordinator delivered example lessons for teachers who felt less confident in specific areas of the subject. Support was also given to help them plan high-quality lessons. - PSHE Coordinator developed their knowledge, skills and understanding needed to teach about mental health safely and effectively. - The PSHE curriculum was developed across the school and a curriculum map was developed. - All teachers received training in meditation and mindfulness. A specialist, alongside the class teachers, also delivered mindfulness lessons to the Y3 classes during Sports Week. - Special assemblies were delivered to inspire children in sport. | <ul style="list-style-type: none"> - Continued programme throughout each school year, school budget may be used to fund subject leader release and membership of associations. |

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| | <p>activity sessions with children.</p> <p>9. Organise special assemblies to inspire children and promote positive mindset e.g. Kent cricket coach.</p> <p>10. Ensure all teachers are continually referring to the Olympic and Paralympic values and making use of the values trophy.</p> <p>11. Continue to award values certificates in celebration assemblies.</p> | | | |
| | | <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - Planning - Classroom displays - Assembly schedule - Teachers' use of trophy. - Celebration assemblies - Course notes | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 60% (£11800) |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Developing teachers' confidence, knowledge and skills in PE teaching to improve progress and achievement of all children | <ol style="list-style-type: none"> 1. Identify and buy in outstanding specialist dance and OAA teachers to work alongside staff and improve their own ability to deliver high quality lessons – these areas of need were identified in the teacher survey in July 2017. In addition, continue work with specialist gym teacher to work with specific teachers. 2. Identify specific teachers in need of CPD in dance and OAA, following observations and staff confidence and subject knowledge questionnaire completed July 2017. 3. Develop timetable for teachers to teach alongside specialists. 4. PE Coordinator to monitor specialist teacher's sessions and ensure they are meeting the needs of the individual teachers. Gain planning from specialists and distribute to staff. 5. Following taught unit specialist teachers to support the teacher to plan and deliver further lessons. 6. Observe class teachers in second unit of work to monitor improvements in subject knowledge and children's progress. 7. Complete follow up staff questionnaire to monitor progress in subject knowledge and confidence. Compare results to last year's data. | <p>£6240 (dance)</p> <p>£3400 (gym: £5950-money from club)</p> <p>£2160 OAA</p> | <ul style="list-style-type: none"> - Specialist teachers were sourced to work alongside and deliver sessions for teachers who identified need in dance and OAA following questionnaire results. - Specialist teachers were regularly monitored and observed by PE Coordinator to ensure quality of lessons and teacher CPD. - Planning from specialist teachers was shared with teachers for use in their own lessons. - Teacher subject knowledge and confidence in Dance and OAA has risen. In Dance, 71% (+6% from last year) of the teachers rated their subject knowledge as good or very good and 71% (+12%) rated their confidence as good or very good. For OAA 71% (+30%) rated their subject knowledge as good or very good and 71% (+30%) rated their confidence as good or very good. - Improvements in teachers' lessons following specialist teacher's lessons were observed. - All KS2 Children received OAA lessons– which was recognised in July 2017's questionnaire as being their favourite area of PE, but was only taught in Year 4 and 6. Children | <ul style="list-style-type: none"> - Up-skilled staff can aid teachers who need further CPD in dance and OAA. - Planning was collected from specialist teachers for teachers to deliver in future years. |

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| | | | enjoyed these lessons. | |
| | | Evidence: <ul style="list-style-type: none"> - Teachers' planning - Lesson observations. - Data from teacher questionnaires and feedback regarding confidence and subject knowledge - Children's questionnaires and feedback | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 20.5% (£4030) |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Increasing extra-curricular opportunities for KS1 and maintaining range of clubs on offer for KS2 so all children have a broad range of opportunities to take part in sports and activities. | <ol style="list-style-type: none"> 1. School Council to gain pupil voice on clubs that KS1 would like to see on offer. 2. Source coaches and arrange new clubs that the children would like to see on offer. 3. HLTA with Netball Level 2 to run Y5 and 6 club afterschool and Y3 and 4 netball club during Reward Time. 4. PE Coordinator to run clubs throughout school year, afterschool and during Reward Time. 5. TA, who is a county player, to set up and run a badminton club. 6. Employment of specialist coaches from local clubs to deliver new clubs throughout the term, as well as 'taster' sessions in Sports Week. 7. School Club fund to ensure all children including FSM and SEN have opportunity to attend extra-curricular clubs. | £2000 £500 | <ul style="list-style-type: none"> - The school has maintained its Gold Mark from the Sainsbury's School Games for its commitment to the development of physical Education and competition across the school and into the community. -A range of clubs were on offer across all age groups throughout the year. These included new additions following pupil voice e.g. KS1 Fit4Jump, KS1 athletics and boccia. -71% of KS2 children and 40% of KS1 children attended a club this year. -New activities were added to the Sports Week timetable to offer children a chance to try new sports and activities e.g. yoga, team building and mindfulness. | <ul style="list-style-type: none"> - Parents to fund new 'paid for' clubs. - Next year, continue to increase opportunities for KS1 to attend clubs. |

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| <p>Increasing and maintaining the range of activities on offer to children through curriculum time</p> | <ol style="list-style-type: none"> 1. Continue to ensure children take part in a range of activities in PE lessons. 2. Arrange for coach from Kent County Cricket to deliver sessions with Y6 and Y2 through Chance to Shine organisation. 3. Continue to develop Reward Time so a range of sporting activities are regularly available for children. 4. Purchase new equipment for curriculum lessons and clubs. | <p>£1530</p> | <ul style="list-style-type: none"> - Activities delivered in PE lessons were monitored to ensure good range. All teachers followed School PE curriculum map. - Y6 and Y2 received high-quality sessions from Kent County cricket coach. This also offered opportunity for class teacher CPD. - Opportunities for children to take part in physical activity during Reward Time were increased. - Local links were continued with a variety of local sports clubs. Coaches from these clubs delivered activities to the children during our Sports Week. | <ul style="list-style-type: none"> - Continue to monitor PE lessons next year. |
| <p>Using engaging and inspiring trips to support PE and increase opportunities for physical activity</p> | <ol style="list-style-type: none"> 1. Organise trip to an international sports event for Y6, linking to their learning in PE. 2. Evaluate new OAA trip for Y4 and Y6 to Grosvenor Hall. | | <ul style="list-style-type: none"> - Y6 went on trip to Table Tennis World Cup. This inspired them both in sport and their literacy skills as each child wrote a sports report on the event. - PE Coordinator gave feedback on residential trips to Head teacher. | <ul style="list-style-type: none"> - Next year, take Y 6 children to another event. |
| | | <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - School Club timetable - Children's questionnaire results - School club registers - Sports Week timetable - Physical Activity and club Audit - Our Sainsbury's School award | | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 7% (£1350) |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Offering children further opportunities for inter-school competition | <ol style="list-style-type: none"> 1. Buy in to School Games competition package. 2. Organise additional competitions that are not School Games. Use links with local schools. 3. Release subject leader and other staff members to attend competitions. 4. Attend sporting fixtures and competitions through the year including cross-country events. Release will be needed for staff. 5. Celebrate sporting successes in assemblies, sports and well-being newsletter and on display board. 6. Track children who are part of the school teams (repeat annual survey of children at end of each academic year). | <p>£510</p> <p>£840</p> | <ul style="list-style-type: none"> - The school took part in a vast number of inter-school fixtures and competitions, including some they had not entered before e.g. cricket league, KS1 cricket, Y3 and 4 cross-country. - More opportunities were offered for children to represent the school in sporting fixtures and competitions. 80% of KS2 children represented the school in a sports event (+29% on last year) and 14% of KS1 children (+11%). Upper KS2 92% (+22%) and lower KS2 68% (+36%). | <ul style="list-style-type: none"> - Teachers will share time to take part in events. - Next year, look at increasing opportunities for KS1 and SEN to represent the school in inter-school competitions. |
| Offering children further opportunities for intra-school competition | <ol style="list-style-type: none"> 1. KS2 teachers to run inter-house competitions after units of games teaching. Award trophy to winning house and medals to winning team. 2. KS1 teachers to build in opportunities for competition in PE lessons. 3. Organise annual sports day where children compete in house teams. Award cup to the winning house and identify a child in each class for showing good sportsmanship. | | <ul style="list-style-type: none"> - All children took part in at least one inter-house competition. - Sporting successes were celebrated in assemblies, PE board and the PE and Well-being newsletter. | <ul style="list-style-type: none"> - Teachers will be able to run events independently. - Next year, look at using House Captains to umpire and ref games. |
| | | | <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - School diary - The school's success in competitions - School newsletters - School website | |

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| | | - School sport display board - Club Audit |
| Total fund allocated: | | £19580 |
| Total committed: | | £19580 |
| Remaining: | | £0 |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| What percentage of your Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres? | 98.3% |
| What percentage of your Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 90% |
| What percentage of your Year 6 pupils can perform safe self-rescue in different water-based situations? | 98.3% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | Yes/ No |