

## Bickley Primary School PE and Sports Premium Funding 2019-2020

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• A broad and balanced PE curriculum is taught across the year groups.</li> <li>• The PE Subject Leader has completed the Level 5 and Level 6 Professional Vocational Qualifications: Primary School PE Specialism and Subject Leadership in PE &amp; School Sport.</li> <li>• For the last three years the school has been awarded the Gold School Games Award for its commitment to the development of Physical Education and competition across the school and into the community.</li> <li>• The school offers a wide range of extra-curricular sports clubs to all children. Last year, 62% of children at the school (49% KS1 and 83% KS2) attended at least one of these clubs.</li> <li>• One of our HLTAs has completed the Netball Level 2 course.</li> <li>• All children take part in intra-school competitions during the year.</li> <li>• Every year, the school takes part in a wide variety of inter-school competitions.</li> <li>• Last year, 61% of KS2 children (100% of Y6) represented the school in inter-school competition.</li> <li>• School team and individual sporting successes are shared and celebrated in assemblies, newsletters and on Twitter and the school sports display board.</li> <li>• Recently, teachers have had CPD in dance, gym, OAA, meditation and mindfulness.</li> <li>• Last year, the majority of KS2 children (84%) took part in active travel to school each term.</li> <li>• Last year, all reception staff received training to deliver Balance Bike training.</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime extra-curriculum clubs to allow children further opportunities for physical activity and competition.</li> <li>• Increasing opportunities for physical activity during lunchtimes and playtimes during winter months, when field cannot be used.</li> <li>• 'Active breaks' during learning time to help concentration levels and increase physical activity further.</li> <li>• Opportunities for children with SEN and additional needs to attend clubs and compete in sport.</li> <li>• Increased club opportunities for KS1.</li> <li>• Development of children's mental well-being and use of mindfulness in classes.</li> <li>• Increasing opportunities for cross-curricular teaching and outdoor learning to increase physical activity levels further.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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?	Yes/ <b>No</b>

### Highlighting Key for Action Plan

Gre = Completed

Red = Not completed due to Covid-19 outbreak – will be completed next year

## 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 pupils today and for the future.

<b>Academic Year:</b> 2019/20	<b>Total fund allocated:</b> £19580	<b>Date Updated:</b> 21/07/20		
<b>Key indicator 1:</b> The engagement of <u>all</u> 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: 65%
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:	Sustainability and suggested next steps:
Increase opportunities for physical activity during lesson time	<ul style="list-style-type: none"> <li>Complete Youth Sport Trust heatmap to track physical activity offered to children and sedentary periods during school day.</li> <li>Evaluate sedentary periods and develop ideas to change.</li> <li>PE Subject Leader to ensure all classes receiving 2 hours of PE a week</li> <li>Introduce 'active breaks' in and between lessons and signpost resources to teachers.</li> <li>Ensure all classes are having 3 'active breaks' a week, to include the Daily Mile</li> <li>Promote new ideas to do in active breaks to teachers.</li> <li>Look at use of outdoor space and develop new ideas of how to make use of space in lessons (e.g. OAA, forest schools..)</li> <li>Meeting with teacher group to develop project</li> </ul>	£1290 <b>**All to be carried forward due to Covid-19 outbreak</b>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>YST heatmap (start of year and end)</li> <li>PE timetable</li> <li>Subject Leader's notes</li> <li>Class timetables</li> <li>Drop in observations</li> <li>Use of outdoor space and lesson plans</li> <li>CPD timetable</li> </ul> <p><b>Impact</b></p> <p>Chn are now more active during the school day. All classes received 2hours of PE a week. Additional physical activity was embedded within daily routines as all classes (up until Lockdown) were taking part in 'active breaks' three times a week. The new ideas for the outdoor area were created but progress with plans was prevented due to the Covid-19 outbreak.</p>	<p>In September physical activity levels will need to be closely monitored. We will need to ensure teachers continue good practice of using activity breaks during learning time.</p> <p>Outdoor Learning CPD will need to be rearranged for next year. Then necessary resources and equipment purchased.</p>

	<ul style="list-style-type: none"> <li>• Visit schools that are making more use of outdoor areas in cross-curricular teaching.</li> <li>• Run Outdoor Learning CPD for teachers from Outdoor Learning specialist (bushcraft and shelter building)</li> <li>• Purchase resources and equipment for Outdoor Learning sessions.</li> </ul>			
<p>Increase opportunities for physical activity during lunchtimes and playtimes</p>	<ul style="list-style-type: none"> <li>• Train new Y6 children to become Play Leaders</li> <li>• Choose Play Leaders who are not sporty to attend the 'Learning and Discovery Day' to learn new games.</li> <li>• Play Leaders to run activities at lunchtimes</li> <li>• Monitor Play Leaders enthusiasm and rotate, if needed</li> <li>• Play Leaders to progress to running clubs and competitions at lunchtimes</li> <li>• MDS/TA to run daily lunchtime football club</li> <li>• Audit lunchtime sports equipment and purchase new as needed</li> <li>• Develop outdoor area to allow further opportunities for physical activity during lunchtimes and playtimes during periods when field cannot be used.</li> <li>• Purchase additional equipment to allow more physical activity of each 'bubble' during Covid-19 outbreak.</li> </ul>	<p>£10888.70  **£7148 to be carried forward due to Covid-19 outbreak</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Play Leader timetable and their activities at lunchtimes in the playground</li> <li>• Attendance at Learning and Discovery Day</li> <li>• PE timetable</li> <li>• Club timetable</li> </ul> <p><b>Impact</b></p> <p>All Y6 chn developed their leadership, communication and organisational skills.  Less sporty chn grew in confidence and developed their enjoyment of physical activity.  Opportunities for physical activity were increased for all chn.  60 chn took part in the lunchtime football club.</p>	<p>When it is safe to do so the new Y6s will need to be trained up to be the new Play Leaders on the playground. Once they are confident we will look at developing lunchtime competitions – this could not happen this year due to the Covid-19 outbreak.</p> <p>The MDS/TA who was running the daily lunchtime football club has left so we need to replace them or train up a current MDS/TA to run the club next year.</p>

<p>Increase opportunities for less active groups in extra-curricular clubs</p>	<ul style="list-style-type: none"> <li>Review data from last year's club participation audit.</li> <li>Increase opportunities for SEN and children with disabilities in clubs and competitions (identified as less active last year)</li> <li>Increase extra-curricular opportunities for KS1 children (as identified last year)</li> <li>Audit children's participation in clubs through annual audit</li> <li>Recognise least active pupils and target clubs and other activities for next year.</li> </ul>	<p>£0</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Club participation audits.</li> <li>Club timetable.</li> </ul> <p><b>Impact</b></p> <p>Physical activity was increased for target groups. However, data was not collected through annual audit due to Covid-19 outbreak. More SEN chn attended inter-school clubs and competitions than in previous year. Additionally, more clubs were on offer to KS1 than in previous years.</p>	<p>Continue to review club timetable so that it meets needs and interests of the children. Consider collecting participation data termly next year. Continue to signpost and encourage less active chn to clubs.</p>
<p>Encourage children to be active at home</p>	<ul style="list-style-type: none"> <li>Purchase home access for 5-a-day</li> <li>Share access details within newsletter and on school website</li> <li>Alongside 5-A-Day programme, promote the free- to-download physical activity interactive programmes such as Super Movers and Go Noodle on the school website</li> <li>Promote local clubs and holiday camps to parents via ParentMail</li> <li>Celebrate out of school sporting successes in assemblies and Twitter</li> <li>Record videos of physical activity challenges and upload on website to promote physical activity during Covid-19 outbreak.</li> </ul>	<p>£552</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Physical activity links on school website</li> <li>Twitter account and newsletters</li> <li>Mrs Field's Fitness Ideas during Covid-19 outbreak</li> <li>PE Challenge videos on website (password protected)</li> </ul> <p><b>Impact</b></p> <p>Chn had more opportunities to be physically active at home and successes were celebrated in school which promoted physical activity to others.</p> <p>The website links and fitness ideas were vital during Lockdown at home, lots of chn take part in these and parents were grateful for them.</p>	<p>Continue to provide parents links to physical activity opportunities via the school website and ParentMail.</p> <p>Also, look into having local club links on school website.</p>
<p>Continue to encourage active travel to school</p>	<ul style="list-style-type: none"> <li>Junior Travel Ambassadors (JTAs) to continue SMART Movers scheme with KS2.</li> <li>JTAs to monitor SMARTMovers boards in classes and collect data – award Golden Globes to classes that have completed their chart.</li> <li>Badges given out to children when key milestones are achieved.</li> </ul>	<p>£0</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>SMARTMovers tick sheets in classrooms</li> <li>Badges worn by children</li> <li>Annual data</li> </ul> <p><b>Impact</b></p> <p>The badges were worn with pride by</p>	<p>Continue SMARTMovers scheme and consider KS1 participation.</p>

	<ul style="list-style-type: none"> <li>Collect annual data for school.</li> </ul>		the children which helped to promote and encourage active travel to others. The end of year data was not collected due to the Covid-19 outbreak.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 15%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:	Sustainability and suggested next steps:
Develop an engaging and exciting PSHCE curriculum that prepares children for later life (including new SRE curriculum).	<ul style="list-style-type: none"> <li>Purchase JIGSAW resources</li> <li>Subject leader to have time out of class once every half term to develop and implement curriculum.</li> <li>Provide CPD for teachers to ensure they are confident when teaching the new PSHCE scheme of work (Summer 2020)</li> <li>Send out consultation to Parents and Governors regarding new SRE curriculum and changes</li> <li>Ensure all classes are being taught new PSHCE curriculum from September 2020</li> </ul>	£2135	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Resources</li> <li>Subject Leader notes</li> </ul> <p><b>Impact</b></p> <p>Although Jigsaw was purchased and developed by PSHCE subject leader it was not rolled out to the whole school due to the Covid-19 outbreak. This will now be completed next year.</p>	<p>CPD to be planned for early next year so teachers can use Jigsaw and better support chn's mental well-being as soon as possible. PSHCE subject leader has developed full understanding of the curriculum resources and is ready to roll it out across the school.</p> <p>Subject Leader to perform book looks to check progression and engagement with new curriculum</p>
Developing children's mental well-being	<ul style="list-style-type: none"> <li>FLO to purchase mindfulness resources for POD and interventions and use with identified children</li> <li>Whole school push on developing 'Learning Skills', including resilience</li> <li>Promote resilience in assemblies and during PSHCE lessons</li> <li>Use new JIGSAW materials to promote Mindfulness.</li> </ul>	£737.36	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Hall displays promoting new learning skills (Spring 2020)</li> <li>Assembly timetable</li> <li>Lesson plans</li> </ul> <p><b>Impact</b></p> <p>FLO resources were used with specific chn to ease anxiety, encourage communication and improve well-being. Y5 completed a</p>	Resources have been used and can continue to be used by FLO. All of the learning skills need to be promoted and taught next year.

	<ul style="list-style-type: none"> <li>• Show teachers Mindfulness resources that are part of every PSHE lesson during INSET and ensure they feel confident with this.</li> </ul>		<p>series of 6 week's lessons on mental and physical well-being which they enjoyed and got a lot out of. The learning skills were identified and the first one, resilience, was focused on in assemblies and lessons to aid chn's development. The other skills were not introduced due to the Covid-19 outbreak.</p>	
--	---	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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:	Sustainability and suggested next steps:
Develop teachers' and support staff confidence, knowledge and skills in PE teaching to improve progress and achievement of all children	<ul style="list-style-type: none"> <li>Review last year's teacher's confidence and subject knowledge annual questionnaire.</li> <li>Identify members of staff to work with.</li> <li>MDS/TA who will run lunchtime clubs to attend L5 Certificate in Primary School Physical Education Specialism so that he can better support lessons.</li> <li>Support teachers in planning stage of lessons.</li> <li>Observe PE and PSHCE lessons throughout the year. Give feedback.</li> <li>Monitor and evaluate teacher's confidence and subject knowledge in PE through annual questionnaire to identify training needs for next year.</li> </ul>	£1200	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Questionnaires results</li> <li>School diary</li> <li>Lesson observation notes</li> </ul> <p><b>Impact</b></p> <p>Teachers felt supported by subject leader and appreciated advice and this has improved quality of lessons. Confidence and subject knowledge of teachers improved, although this was not measured due to the school closure.</p>	Organise CPD as soon as it is safe to do so and monitor any new training needs next year.
Ensure Subject Leaders' subject knowledge is up to date	<ul style="list-style-type: none"> <li>PE Subject Leader and PSHE Subject Leader to attend termly twilight subject leader forums run by London &amp; SE Primary PE, Health and Wellbeing Development Association to hear updates and share good practice.</li> <li>PE Subject Leader to attend PE subject leader training through borough school games co-</li> </ul>	£615	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Subject Leaders attendance on courses</li> <li>Course notes</li> <li>Feedback in staff meetings</li> </ul> <p><b>Impact</b></p> <p>Subject Leaders had up to date knowledge of developments in the subject which was shared with the teachers.</p>	PE and PSHCE Subject Leaders to continue to share best practice with staff.



	<ul style="list-style-type: none"> <li>coordinators.</li> <li>PE Subject Leader to provide updates throughout the year in staff meetings.</li> <li>PE Subject Leader to attend AfPE webinars about guidance on returning to school and PE after Covid-19.</li> </ul>			
--	--	--	--	--

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	6%

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:	Sustainability and suggested next steps:
Introduce new extra-curricular clubs to encourage more children to take up sports and physical activities	<ul style="list-style-type: none"> <li>Monitor popularity of clubs.</li> <li>Review current club timetable.</li> <li>Gain pupil voice about new clubs</li> <li>Purchase equipment to run new clubs.</li> <li>Find coaches/teachers and timetable new clubs</li> <li>Introduce new clubs</li> <li>Run inclusive sports club, targeting certain pupils within the school and linking to inclusive competitions</li> <li>Reception staff to run block of Balance Bike training for all Reception chn in Spring Term, following training last year</li> <li>Offer new sports in Sports Week, linking to clubs in local area.</li> </ul>	£1232.50	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Club timetable</li> <li>Reception planning</li> </ul> <p><b>Impact</b></p> <p>The popularity of clubs was monitored closely by the office staff. When numbers dropped, clubs were promoted and if uptake did not increase they were stopped and new clubs started – these were in response to what the children wanted. A major success was the new KS1 football club that had over 50 participants. There was also a new handball and cricket club started both of which were popular.</p> <p>Sports Week and balance bike training did not happen this year due to Covid-19 outbreak.</p>	<p>Continue to review club timetable so that it meets needs and interests of the children. Consider collecting participation data termly next year. Continue to signpost and encourage less active chn to clubs.</p> <p>Reception staff to deliver balance bike training when safe to do so and consider running for new Y1s who missed it this year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:	Sustainability and suggested next steps:
Continue to offer chn a range of opportunities to take part in inter-school and intra-school competition.	<ul style="list-style-type: none"> <li>Buy in to School Games competition package.</li> <li>Attend School Games competitions</li> <li>Enter Y3, 4, 5 and 6 Crystal Palace Cross Country events.</li> <li>Enter Girls' and Boys' football leagues and cup competitions.</li> <li>Release subject leader and other staff members to attend competitions.</li> <li>Organise friendly fixtures and competitions with local schools – focus on chn who are not involved with competitive leagues.</li> <li>KS2 teachers to run inter-house competitions after some units of games teaching. Award trophy to winning house and medals to winning team.</li> <li>Y6 chn to referee and officiate inter-house competitions.</li> <li>Organise annual KS2 sports day where children compete in house teams.</li> <li>Purchase more school running vests due to popularity of cross-country event</li> <li>Audit children's participation in inter-school competition through annual audit</li> <li>Take part in The London Virtual</li> </ul>	£929.50	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>School diary</li> <li>School Twitter account</li> <li>Kit</li> </ul> <p><b>Impact</b></p> <p>The school attended a vast variety of fixtures (17) and competitions (10) before the school closure. The chn really enjoyed these. This included some events which we had not entered before, including sitting volleyball, New age Kurling and the Learning and Discovery Day. We had some great successes which included winning the panathlon and the girls' football winter league. Additionally, we took more children (27) than ever before to the Y3 &amp; 4 cross country competition was great to see. We also took part in our first ever virtual School Games competition. Friendly fixtures were organised with local school but unfortunately these were cancelled, along with Sports Day due to the Covid 19 outbreak. Gold School Games Mark retained. Some KS2 ran inter-house competitions for their classes.</p>	<p>Continue to offer opportunities for inter-school competitions – Virtual competitions in Autumn Term. Rearrange missed friendly fixtures with local schools when it is safe to do so.</p> <p>Ensure all KS2 teachers run at least one inter-house competition each year.</p>

	School Games during Lockdown.			
--	-------------------------------	--	--	--

Total carry forward due to covid-19 outbreak = £8438

Signed off by	
Head Teacher:	E. Blake
Date:	22/7/2020
Subject Leader:	S. Field
Date:	21/7/2020