



Be the Best You Can,  
Guided by God

## BOLNEY CE PRIMARY SCHOOL PE AND SPORT PREMIUM IMPACT REPORT 2020/21

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"><li>• Very minimal behavioural issues during break time – Sports Crew set up challenges/recorded videos for other bubbles.</li><li>• Gardening club &amp; Forest Schools opportunities have developed cross curricular learning and encouraged physical/outdoor activity.</li><li>• Adventure Day inspired KS2 children and develop resilience and teamwork skills.</li><li>• Sports TA targeting children in KS1 with active play/interventions. Increased fluency and times tables – evidenced by children in Year 2 achieving times tables certificates.</li><li>• Improved subject knowledge for Sports TA after teaching alongside specialist coaches in EYFS/KS1 and KS2.</li><li>• Skipping workshop engaged and challenged all children. More children choosing to take part in skipping/skipping games during break and lunch.</li><li>• Daily Mile embedded in daily routines across school.</li></ul>	<ul style="list-style-type: none"><li>• Ensure widespread participation in MSA/inter school competition and festivals when they resume. Ensure all children represent the school at least one competition/festival event each year.</li><li>• Achieve School Games Gold mark.</li><li>• Embed active learning strategies across the school particularly during interventions.</li><li>• Develop Sports Crew independence and ability to lead break time activities – particularly targeting KS1 children.</li><li>• Widen opportunities for physical activity and experiences.</li></ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

**Total amount carried forward from 2019/2020**      **£2,797**

**+ Total amount for this academic year 2020/2021**      **£19,680**

**= Total to be spent by 31st July 2021**      **£19,740**

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></p>	NB 14 pupils
<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 2021.</p> <p>Please see note above.</p>	79% - 11 pupils
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	79%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	79%
<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

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.

Academic Year: 2020/21		Total fund allocated: £	Date Updated:	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
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:
Increased participation from all children in physical activities during the school day outside of PE lessons.	Daily Mile implemented in each class – 15 mins of walking/jogging each day at a suitable point – when children need refocusing or a break.	£0	Children can link the importance of regular exercise and breaks to their own wellbeing and learning. Children have fed back positively on the impacts of the Daily Mile and regularly ask to complete it.	Continue to embed in the school day and monitor to ensure it is happening across the school.
	Sports Crew set weekly challenges for break time – KS1 and KS2 challenge. Sports Crew focused on activities where a personal best could be achieved and core skills e.g. jumping & coordination	Sports Crew training part of MSA subscription (2 years)	Sports Crew challenges engaged children who were keen to share their personal best – which was then read out on the next week's video. Reduced playground incidents as breaktime more structured.	Year 5 children trained to enable immediate impact in September – rather than waiting for training to take place. Continue to train some Year 5s as well as Year 6s to ensure this. Improve independence to ensure activities take place without as much adult support – use resource cards to find activities.
	Skipping Workshop (summer 1) for all classes	£195	Increased engagement in skipping – children choosing to skip at break and lunch – particularly KS2 children keen to try the challenges the instructor set.	Ensure skipping ropes are available at break time. Adults/Sports Crew to encourage and lead skipping activities.

	Adventure Day for KS2 – archery, tree climbing, bushcraft activities.	£1500	Children experienced new activities e.g. archery in year 3 and 4 and hoverboards in year 5 and 6. Excellent engagement from children, instructors challenged children to surpass their limits and show resilience.	Refer to resilience and teamwork shown on adventure day to remind children of the attitudes they need to show. Look into archery equipment/possibilities
<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:
				%
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:
Physical activity is used to support learning in all year groups, particularly gross motor skills, phonics, spelling, grammar, punctuation and maths, improving learning outcomes.	Active learning strategies implemented by Sports TA and PE leader during interventions. Sports TA leading 2 hour additional PE sessions for KS2 every other week.	£10629 – Sports TA	Year 2 children achieving times tables certificates – a direct impact of Sports TA engaging and directing children to focus on them. Sports TA sessions have allowed class teachers to focus and work with specific children in maths, reading, phonics & writing. Active learning strategies engaged year 5/6 children to gain times tables certificates.	PE leader to lead sessions with TAs to ensure more staff are using active learning strategies.
Key competencies and vision characteristic are developed through alternative sport provision.	Forest schools in Spring term for Y6 and summer term for Y5	£853		Include Forest Schools as part of the curriculum in other year groups to widen the impact.
	Adventure Day for KS2	£1500	Children exposed to different kinds of physical and outdoor activities. Forest Schools has provided opportunities for teamwork, creativity and problem solving. Adventure Day has tested resilience and encouraged risk taking.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
<p>Pupils are taught by confident, knowledgeable, skilled staff in a range of sports providing progression of skills and challenge, particularly for the pupils who are confident in sport or who engage with a specific sport outside of school.</p> <p>Sport and activities provide opportunities for development of positive and healthy relationships are researched and planned to meet new Relationship and Health Education curriculum.</p>	<p>Staff questionnaire to assess staff confidence with PE teaching, assessment and progress with development of personal best/inclusive approach.</p> <p>Staff meeting to introduce personal best approach.</p> <p>Monitor planning to ensure personal best opportunities.</p> <p>Share planning with Rising Stars to ensure coverage and to ensure coaches target areas of the curriculum class teachers are less confident in.</p> <p>Personal best approach introduced in staff meeting.</p>	<p>Rising Stars £4275</p>	<p>Sports TA worked alongside specialist coaches to deliver PE across the school. Sports TA increased knowledge and confidence particularly with teaching KS1/EYFS.</p> <p>Sports TA also able to assist and support coaches as they were more familiar and knowledgeable about particular children and groups.</p> <p>Physical activity overtly linked with mental health and wellbeing. PE lessons more inclusive and less focused on competition – which can be off putting for some children (identified as small cohorts can lead to the same children experiencing success in competition all the time).</p>	<p>Sports TA to teach one session each week focused on our characteristics, developing learning behaviours and enjoyment of physical activity.</p> <p>Personal best approach will allow us to challenge all children.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
Offer workshops so that children can experience a range of sports and activities, particularly those not covered by curriculum.	Plan skipping workshop for all classes.	£195	Skipping workshop introduced children to different challenges and types of skipping activities. More confidence in skipping – evidenced by close races in Sports Day and success of year 3 and 4 children in skipping as well as Year 5 and 6.	Skipping ropes purchased – long length for double Dutch and paired skipping – for use at break times.
	Plan adventure day for KS2.	£1500	Children tried activities they had not experienced before. All children had success in activities and reported back feeling confident and willing to try new things.	Book similar activity day for Summer 2023. Enquire about KS1 specific days to broaden impact across school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Pupils experience an increased number of competitions with other schools including other local small schools and larger schools to learn from others and further develop their own skills and key competencies.	Enter MSA and NEARS specific events – particularly inclusion festivals.	£0 (MSA 2 year subscription)	Competitive opportunities limited due to bubbles system and COVID.	Work with NEARS / MSA schools – particularly to deliver friendly matches / B team games in football and netball so that different children experience competitive sport.
	Keep track of children attending events to ensure all children have opportunity to represent the school.			Continue to work with MSA in order to experience the competitions and festivals on offer.
	Hold Sports Day – giving children an opportunity to compete and demonstrate the skills they have learned in PE lessons this year.	£0	Races were close and competitive. Children were very engaged and enjoyed the opportunity. Very positive parent feedback following Sports Day – reporting on enjoyment and resilience of children.	Consider how to keep Sports Day inclusive and accessible for all children.

Signed off by	
Head Teacher:	



Date:	
Subject Leader:	
Date:	
Governor:	
Date:	