

St Barnabas Church of England Primary School 2019-20 PE and Sport Premium Plan

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that schools should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that the school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help to review our provision and to report our spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment.



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

ST BARNABAS CE PRIMARY SCHOOL PE AND SPORT PREMIUM PLAN 2019-20	
Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Through our partnership with York School Sports Network (YSSN) and York Dance Space we receive at least 80 hours of mentoring for our teachers from PE specialists. This is delivered in school, using our equipment with our pupils ensuring new ideas are transferable to our schools setting.</p> <p>We deliver a range of clubs including Change 4 Life Clubs (targeting our least active children), after school clubs, and links to community clubs such as York Tennis Club.</p> <p>We have access to over 20 different sports competitions per year through YSSN many of which allow us to progress through to the School Games. We complete the School Games Mark every year and in 2019 we achieved the Gold mark.</p> <p>The PE Specialists also train our year 5/6 pupils to become play leaders who help us provide an active playground and contribute to the 30 minutes physical activity per day target.</p> <p>YSSN connects us to Governing Bodies such as ECB with Chance to Shine and the FA through the FA skills programme. This allows us access to CPD and sporting opportunities.?</p> <p>We encourage pupils to travel actively to school and work with a Sustrans officer to develop cycling / scooting skills. In 2018 St Barnabas was 'the most improved school in York during the national 'Big Pedal' competition. Something we can build on further when we return to school.</p> <p>Pupils have taken part in the York Schools Dance Festival this year.</p> <p>Through our analysis we can identify the least active pupils, enable student voice to influence extra-curricular provision and ensure pupils have the opportunity to represent school in competition. This allows us to specifically target groups of pupils who will benefit most, and provide activities and competitions in the most popular activities to engage the majority.</p>	<p>Ensure our school takes advantage of all the sports competitions feeding into the school games. Aim to sustain our Gold School games award.</p> <p>Ensure pupils are well prepared to compete fairly in local competitions.</p> <p>Baseline evidence of need is collected through analysis of attendance of extra-curricular clubs, pupil voice, participation in competitions and monitoring levels of engagement in PE.</p> <p>Questionnaires to determine how active children are and what clubs they would like to see. Improve monitoring of impact of Sport Premium through the Koboca tool in order to better target support.</p> <p>A full day of support each week from a PE specialist through YSNN will strengthen teacher CPD and add capacity for PE leadership in school.</p> <p>Questionnaires for teachers to check which areas of the P.E curriculum they will need most help in.</p> <p>Look into different resources to help with monitoring and planning for P.E across the school.</p>



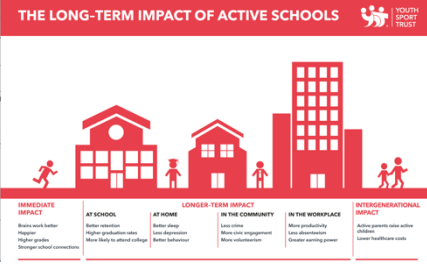
Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	90%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	71%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	33%
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

Action Plan and Budget Tracking

Academic Year: 2019/20	Total fund allocated: £17,430 ** Due to Covid Pandemic, the PE grant was not fully spent in 2019-20. Carry forward £6311 into 2020-21			Date Updated: July 2020
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				Percentage of total allocation: 27%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improve physical activity levels in our most inactive pupils.</p> <p>Provide additional lunchtime and after school clubs for pupils to access their 30 minutes of physical activity. Engage the least active pupils in meaningful activity and give them the confidence to move on to regular extra-curricular and community clubs to ensure lifelong participation.</p> <p>Wider range of clubs offered to appeal to all children.</p> <p>Girls' football club to be started,</p> <p>Ensure breaks and lunchtimes have plenty opportunities for active play. Encourage pupils to take part to achieve the CMO guidelines</p>	<p>All Pupils in school to take survey to identify physical activity levels and activities they would like to try. Engage pupils not meeting the CMO guidelines by providing activities they have requested.</p> <p>Utilize PE Specialists to deliver lunchtime and after school clubs to target the least active pupils.</p> <p>Actively encourage target group to engage in an extra-curricular club.</p> <p>Active Breakfast Club before school 8:15-8:45am</p> <p>PE Specialists train year 5/6 pupils as play leaders allowing them to deliver safe, fun, adaptable, engaging games at break and lunchtime.</p> <p>Provide a range of high quality equipment that engages pupils in active play and supports development of a range of skills.</p>	<p>£4,706</p>	<p>Sports clubs run 2-3 days of the week and have been set up to target the least active pupils. 42% pupils have attended at least one of these clubs so far this year with 19% coming from the least active group</p> <p>91% of KS2 pupils achieve a minimum of 150 minutes of physical activity a week with some students achieving over 700 minutes per week.</p> <p>Boxing club started and golf taught in years 1 and 2. Children used equipment for golf on the playground and incorporated in to games.</p> <p>Most pupils from the inactive group have been identified and we had been focusing on getting those children accessing the CMO guidelines up till March (Lockdown)</p> <p>Good attendance from all groups</p>	<p>Due to lockdown look at what is offered online for sports.</p> <p>Put together pack of resources for children and adults to access at home, as a family.</p> <p>Look at ways we can assess P.E from remote learning and getting all children engaged. (videos/pictures etc.)</p> <p>Continuation of daily mile or equivalent to promote fitness and wellbeing. Also think of other ways e.g. yoga for emotional wellbeing.</p> <p>New survey to identify inactive children.</p>

<p>Ensure that each class takes part in the 'Daily Mile' or other fitness activity at least twice per week for approx. 15 mins on days that PE lessons do not take place.</p> <p>Ensure pupils are active in lessons other than PE.</p> <p>Promote safe & active travel to/from school with the support of Sustrans Officer (Bike-It activities) & CYC Bikeability</p>	<p>Staff training on implementation of the 'Daily Mile'. Promote to parents/carers. PE Specialist to support introduction / lead sessions regularly to raise the profile & teach the skills of running.</p> <p>Further staff training on delivering curriculum actively.</p> <p>Training to give children skills and confidence to travel actively and safely Rec – Balance Bike Training – all pupils – 4 hrs per pupil R-Y3 – Optional Learn to Ride without stabilisers course Y1&2- Optional Scooter skills training Y3 – Pedestrian Training all pupils - 3hrs Y5/6- Optional L1&2 Bikeability training with Guided Bike Ride for small group</p> <p>Run Walking Wednesday – prize for class with highest % travelling actively to school.</p>	<p>of pupils. Gap between girls and boys participation in clubs has narrowed. Also identified for next year is a ks2 girl's football club.</p> <p>Lunchtimes clubs are provided through play leaders under the supervision of midday supervisors.</p> <p>Pupils are active at breaktimes and develop physical and social skills as a result of a range of interesting equipment and games.</p> <p>Pupils in KS2 participate in Daily Mile at least 2 times per week.</p> <p>More active curriculum for all pupils across all subjects. With starting play-based curriculum in year 2, all children in Keystage 1 are more active throughout the day. Also children take part in brain breaks throughout the day.</p> <p>A higher proportion of pupils travel actively to school. Physical activity before school leads to children being more alert and ready to learn.</p> <p>Lessons planned for specific year groups with Lockdown being implemented. Returned to summer lessons also planned.</p>	<p>Think of other ways to incorporate different games and equipment at playtimes.</p> <p>Adults on playground to be briefed on encouraging children who are sat or inactive to join in games. Start games and invite to join.</p>
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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: 10%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure pupils are healthy and happy students.</p> <p>Develop pupil's social skills and facilitate their involvement in making a contribution to their community.</p>	<p>Use Heartsmart to focus on emotional wellbeing as well as physical.</p> <p>Promote the take up of school meals to provide a healthy balanced meal. Prizes offered 1 day a week for having school dinners.</p> <p>Communicate to parents/carers about healthy packed lunches.</p> <p>Pupils to undertake the Koboca nutrition test to support pupils to make healthier choices. Support offered to those that need it.</p> <p>Identify pupils who are not members of sports clubs out of school. A Facilitate their transition to a club by signposting local clubs.</p> <p>Work with YSSN to link to community clubs such as York Athletics Club.</p>	<p>£175</p>	<p>Pupils more alert. Brain function improvements, netter concentration and learning.</p>  <p>School engagement improves – Stronger school engagement with improved attendance and behavior.</p>  <p>Pupil Engagement improves – short bursts of activity in classroom improve pupil's engagement for up to one hour.</p>  <p>60% of year 6 pupils are currently either sports leaders or volunteer</p>	<p>Sustainability and suggested next steps:</p> <p>Due to lockdown a lot of emphasis has been placed on exercise and emotional wellbeing. Daily exercise built in to daily routine. Photos posted to DOJO to highlight.</p> <p>Heartsmart lessons were followed, online physical activity ideas offered. Look to improve by putting together packs relevant for each year group.</p> <p>Keeping children more active in the classroom helping with engagement and concentration.</p>

<p>Develop and enhance leadership, communication and origination skills in young people.</p> <p>Build confidence and feeling of belonging to the school through ensuring all pupils represent the school in some form.</p> <p>Use PE and Sport to impact cross curricular. Engage disengaged pupils through using PE as a tool to deliver other subjects</p> <p>Target pupils with low self-esteem and engage them in a physical activity club.</p>	<p>YSSN to provide playleader training to year 5/6 pupils each year. This will include leadership, communication and organisation skills training.</p> <p>Y6 pupils involved in organising Sportathon & intra school competition.</p> <p>Identify pupils who have not represented the school in the last year and facilitate their involvement.</p> <p>Actively encourage targeted pupils to attend clubs. Ensure staff or YSSN PE Specialists know what development would best impact on the pupils.</p>		<p>to help other students in sport.</p> <p>Playground activities delivered at lunchtimes by competent Playleaders. Pupils develop leadership skills and this leads to increase in pupils being active at lunchtimes.</p> <p>Due to the Covid pandemic, there were fewer opportunities to take part in competitions.</p> <p>Sports Relief Obstacle Course March 2020 completed.</p> <p>Pupils have competed in Years 5/6 football, KS1 and KS2 athletics and bike ability so far.</p> <p>Improvements in pupil's self-esteem and confidence. Impact on attainment levels.</p>	<p>Children are taking part in more games and setting up their own games independently.</p> <p>Equipment is helping for children to do this and be more active during playtimes.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 51%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improve the knowledge and skills of staff in teaching PE to ensure high quality PE Lessons</p> <p>Improve the quality of delivery of striking and fielding and athletics skills through accessing National Governing Body CPD mentoring such as Chance to shine and Athletics Coaching.</p> <p>Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity</p>	<p>Increase mentoring for all teachers for a minimum of 15 hours each. (PE Specialist 1 day per week full year, Dance Specialist ½ day per week).</p> <p>Mentoring to take place with teacher's class with school resources to give real life examples.</p> <p>Engage Athletics skills programme to upskill teachers in delivery of these areas.</p> <p>Staff to take part in questionnaires to see where gaps on knowledge are and strengths to help support each other.</p> <p>Ensure staff are confident to deliver activities requested by pupils. Use Sports Premium where appropriate to provide training.</p>	<p>£8930</p>	<p>High quality lessons delivered in engaging activities. Happy engaged pupils.</p> <p>Teachers are delivering high quality lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions.</p> <p>High quality lesson plans provided by PE Specialists.</p> <p>Feedback from pupils state that they enjoy PE lessons and clubs.</p> <p>Improved attainment in PE for all.</p>	<p>Introduce assessment of P.E skills.</p> <p>Look at planning to support wide range of sports and skill taught across school.</p> <p>Look at ways to do this remotely due to lockdown.</p> <p>Follow up questionnaire to see where teachers feel more confident and where skills/knowledge can be improved.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most pupils as well as the least active.</p> <p>Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.</p> <p>Access sports through YSSN and other organisations which are currently not offered through school.</p>	<p>Pupil voice to establish most popular sports. Top sports for each year group to be provided.</p> <p>Top sports requested by least active group to be provided. (Utilise YSSN Staff)</p> <p>Monitor uptake of clubs and actively encourage pupils from the least active group to attend activities they have requested.</p> <p>Identify local clubs in the area where pupils attend and promote clubs to offer a wide range of external opportunities.</p>	<p>£1394</p>	<p>Increase in attendance at clubs of pupils not previously accessing 30 mins of physical activity per day.</p> <p>New sports provided for pupils at schools. Pupils have taken part in a Boxing Club.</p> <p>Pupils enjoyment of physical activity increased.</p>	<p>Introduce more effective way to record participation in clubs and competitions in order to better identify and target least active children.</p> <p>Target 10 pupils doing less than 30 minutes of activity a day. Identified through koboca.</p> <p>Children have more opportunities to try a wider range of sports including boxing skills, golf and skills e.g. skipping.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure all pupils receive the opportunity to represent school in competition.</p> <p>Target clubs & teaching to ensure pupils are well prepared for competition.</p>	<p>Provide pupils with the opportunity to access competition through the school games.</p> <p>Provide intra school competition for every child through the PE Specialists</p> <p>Access the Athletics club programme through YSSN ensuring all pupils complete the quadkids assessments.</p> <p>Keep records to establish which pupils have not represented the school in sport. Work with these pupils to ensure they are given this opportunity if wanted.</p> <p>Plan sports clubs to prepare for competitions.</p>	<p>£2,614</p>	<p>Year on year improvements on the % of pupils who have represented their school in competitive sport.</p> <p>School Games Mark Gold achieved highlights the school's engagement in competitions.</p> <p>Improvement on success of school team in competitions. Children are coming higher in competitions raising confidence.</p> <p>Clubs were arranged around competitions ensuring that they children were confident before going. Special kits also sourced.</p> 	<p>Have better database to store children who take part in competitions to better target children who have never been. Aim for 2 children each competition from this group.</p> <p>Aim to find children's strengths and record so that future year's teachers know which children excel at different skills.</p>

Other area: Effective Leadership of PE, Sport and Healthy Schools				Percentage of total allocation: 3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE leader has dedicated time to carry out effective leadership and ensure Sport Premium	<p>PE leader / healthy schools leader carries out a range of self evaluation: lesson observations, pupil voice, teacher voice, data analysis.</p> <p>PE leader uses this information to write PE / Sport Premium Plan.</p> <p>PE leader plans an appropriate range of extra curricular clubs</p> <p>PE leader coordinates participation in School Games</p> <p>PE /Healthy Schools leader liaises with PE specialists and other organisations to deliver appropriate CPD and support</p> <p>PE leader works with bursar / admin to keep track of expenditure relating to the PE/Sport Premium.</p> <p>PE leader produces Sport Premium Plan to be published on school website & evaluates this bi-annually.</p>	<p>£600</p> <p>(1 day per term)</p>	<p>Actions are planned to improve outcomes against the 5 key indicators above.</p> <p>Leadership has led to improvements against all of the 5 key indicators above.</p> <p>Recent Ofsted noted “The additional funding for P.E and sport has been used effectively. It has led to increased pupil participation in a wider range of physical and sporting activities.”</p> <p>P.E leader with help from Specialist have organized P.E activities for remote learning.</p>	<p>New P.E leader to be updated with data and next steps.</p> <p>Look at other ways to promote sport and healthy living for in school and remote learning (in case of further lockdowns)</p>

	PE leader to ensure that there appropriate resources to deliver high quality PE.			
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