



Bernards Heath Infant and Nursery School Sports Premium Statement 2018-19

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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Installing the outdoor gym equipment on the KS1 playground</p> <p>Installing the physical play equipment on the field</p> <p>Participating in successful inter-school sports tournaments</p> <p>Increased participation in sports, including competitive sports, through strong participation in after-school clubs, including children in receipt of the pupil premium funding – who have subsidised places at these clubs and priority booking</p> <p>Increased cycling skills and safety through cycling sessions offered</p> <p>Upskilling of staff through collaboration with sports coaches and PE teacher training – enhanced teacher knowledge, skills and confidence</p>	<p>Continue to increase opportunities for competitive inter-school sport e.g. an inter-school tag rugby tournament</p> <p>Continuation of cycling skills sessions for those children who have not yet participated in a session or who have not yet reached a level of proficiency</p>

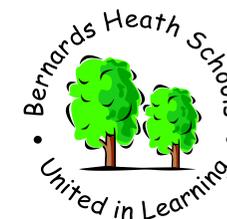
Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p>% n/a</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>% n/a</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% n/a</p>

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?

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 students today and for the future.



Academic Year: 2018/19	Total fund allocated: £17,800	Date Updated: 18/7/19		
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: 82.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Employment of a sports coach so that children benefit from expert PE teaching	Continue to monitor, observe and give feedback to sports coach	£5,762	Children are receiving high-quality PE teaching and learning, as evidenced in the skills they are acquiring in a multitude of sports. Teachers are being upskilled in PE teaching including a better pace of lessons and improved differentiation.	PE lead will continue to observe sports coach during PE lessons and provide feedback to ensure consistency and at least good teaching
Administration time for organisation of after-school sports clubs so that the maximum number of children, including pupil premium, can benefit from a wide variety of sports clubs	n/a	£186	Approximately 110 pupils have been enrolled in after-school sports clubs each term, including more than half of eligible pupil premium children, providing children with relatively easy, on-site access to a wide range of sporting opportunities.	PE lead to continue to monitor the participation of Pupil Premium children and liaise with CSE to ensure maximum sports club participation
Installation of fixed playground equipment so that children can improve their cardio fitness levels and gross motor skills	n/a	£8,355.70	New outdoor equipment has proved extremely popular. Popularity has not diminished. Children who may not have previously engaged in physical play at playtime are highly motivated.	The PE lead will continue to monitor the popularity and usage of outdoor equipment installed and will liaise with the site manager to ensure that all equipment is maintained to a high specification.

Play leaders to support a healthy, physical lunch playtime	n/a	£124.08	Children learn responsibility and peers help to increase the uptake of physical activity	Regular play leader refresher meetings/feedback
'5-a-day' Online fitness activity sessions to provide children with regular classroom-based physical activity in short bursts	n/a	£252	All classes use the software on a daily basis; children benefit from regular physical breaks when transitioning between indoor activities	PE lead to ask staff for feedback on frequency of use and suitability for their class
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0.03%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Promotion of sports clubs and other physical activities in school assemblies, newsletters and noticeboards to increase awareness and participation	Regularly include information about sports clubs and current initiatives in newsletter Post information on school noticeboard regularly Invite speakers to school assemblies eg sports coach to promote a club	£5	Athletics coach from local club spoke in whole-school assembly about running, including the London marathon and parkrun. The opportunity was taken to introduce children to the Junior Parkrun and the local athletics club, which will increase the participation of children in athletics.	Continue to invite speakers to school assemblies to motivate children and increase participation in extra-curricular physical activity.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.84%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Employment of a sports coach to upskill teachers so that the quality of lessons is consistently high	As above	£5,762 – ALREADY ACCOUNTED FOR ABOVE	Staff are continually being upskilled through team-teaching with a coach/observing coaching skills. More staff are now skilled and confident leading to a reduction this year in the sports coach's hours	Subject leader will continue to monitor staff confidence in teaching PE and take feedback on areas where staff may feel less confident so that further professional development can be arranged.
Sessions provided by a local rugby coach giving staff the opportunity to learn rugby coaching skills, enhancing pupils' multi-sport experience	Sessions took place during the week of sports day. A timetable was organised so that all children benefitted from coaching.	£100	All children benefitted from a rugby coaching session from two coaches. Children's rugby skills improved and some were motivated to join the coaches' local sessions on Saturday mornings.	Subject leader to ask PE coach/teachers to continue to practise and embed the skills learnt in these coaching sessions, in PE lessons.
CSE staff training 'How to deliver an outstanding PE lesson' so that all children benefit from outstanding PE teaching by both staff and coaches	n/a	£50	The pace of PE lessons has improved. Staff have a better understanding of differentiation, which has supported the LA/SEN children and extended the higher-attaining children. Ideas extended to child-initiated play in year 1, which has an increased PE element.	Subject leader to continue to observe PE lessons in order to feed back to teachers on the application of the skills learnt and continue to identify where they may be a need for further professional development.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17.2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Employment of a Sports Coach to lead after school activity clubs so that children can try new skills or further develop current skills under the leadership of a PE expert	Continued to monitor provision to ensure it correlates with expectations during school day; Provided feedback to sports coach as appropriate.	£5,762 ALREADY ACCOUNTED FOR ABOVE	Increased confidence, self-esteem and a real desire to learn	PE lead to liaise with CSE to continue to monitor take-up of sports clubs PE lead to ask teachers to carry out pupil voice each term to ensure that sports clubs and PE lessons match the children's interests
Visits by eg local rugby coach with sessions provided to all children, giving pupils increased awareness of after-school activities	n/a	£100 accounted for above	As above	As above
Cycling sessions offered to children to increase fitness and a healthy, environmentally friendly outdoor lifestyle as well as road safety	Letters sent to parents to determine each child's level of cycling proficiency Timetable drawn up of participating pupils, class teachers informed.	£1,160 – autumn 2018 £1,715 Summer 2019	Increased confidence and self-esteem in cycling Improved road safety By the end of the sessions the vast majority of children were cycling very confidently with good control, weaving in and out of increasingly tightly spaced cones, able to avoid the cones and each other.	Continue to use the assessments by the provider to prioritise those children not yet cycling confidently.
Scooter training to encourage families to leave their cars at home and promote road safety	Date arranged – liaise with provider re. equipment needed	Funded by HCC	Children learnt to ride more safely on scooters, for example how to apply the brake correctly. Children learnt road safety such as recognising and reacting to a reversing vehicle.	Contact HCC in Autumn 2019 to repeat the training for new year 2s.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.92%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Inter-school competitions to encourage a healthy, sporting attitude to competitive sports	<p>Liased with CSE and local schools to arrange a competition date and venue.</p> <p>Liaised with other schools to arrange and share transportation</p>	£41.25 for transportation	Children were highly engaged, keen to participate and demonstrated a good sporting attitude.	<p>Having successfully participated in two athletics tournaments, this could become an annual event.</p> <p>It could be extended to include, for example, an annual tag rugby tournament to extend the range of sports practised competitively and increase the number of children benefitting from this.</p>
School sports day (Foundation Stage and Key Stage 1) to allow children to compete competitively with their peers	<p>Badges and stickers ordered.</p> <p>All involved briefed on the requirements for the day.</p>	£48.97 for badges and bunting	Children learnt to show a good sporting attitude. Assemblies and class time focused on how to be a good winner and how to accept defeat. The element of competition engaged and motivated children.	Continue to use pupil voice to select popular races. Continue to use PE lessons to practise the skills required in sports day races so that all children feel confident and that they have done their best.