



Bowling Green Sports Premium Plan 2020/21



Headteacher's name:	Allison Deighton	Signature:	A. Deighton
Chair of Governors name:	Ken Inwood (from March 2021)	Signature:	K. Inwood
Sports Premium Co-ordinator:	Jonathan Fitzgerald	Signature:	J. Fitzgerald

A DfE announcement in July 17 stated that the PE and sport premium grant will be doubled – Education Secretary Justine Greening stated that the money would materialise in September, as part of the [£1.3 billion in additional funding promised to schools](#) over the next two years. As a result of the increase in funding, the accountability measures of the grant will be far more stringent; ultimately, schools will not only be far more accountable for the use of the grant but also in terms of outcomes upon pupils' general wellbeing and fitness.

It is expected that schools will see an improvement against the following five key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

This year we will look to further increase our participation in sport (last year, all of our year 6 children took part in an external sporting event), providing a border range of opportunities for pupils in the wider school community, cluster and the city. We are also looking to raise standards, attainment and progress of all pupils within the curriculum. Moreover, we strive to promote healthy and active lifestyles for all our children.

We will evaluate the impact of the Sports Premium funding as part of our normal self-evaluation arrangements. We will look at how well we use our Sport Premium to improve the quality and breadth of PE and sporting provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of. We will look at pupil's progress in PE as well as other areas of development such as self-esteem, confidence and the numbers of pupils involved in sporting activities in and out of school. Assessments will be made both formally and informally using our school assessment systems as well as feedback from staff and visitors to the school. We will also evaluate the impact of professional development opportunities in improving teaching and learning in PE.

Total fund allocated: £17,200

Total = £28,500

Left from last year – £11, 300

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

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: £17,200 Left from last year – £11, 300 Total = £28,500	Date Updated: August 2020		
Key indicator 1: 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: £4780 = 17%
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:		Sustainability and suggested next steps:
Increased focus on the 1K- a day with marked out path and timings for children. To increase the amounts of physical activities on offer to children by offering a wider range of sports.	Each class to participate daily. 'Sports Cool' to be trialled and rolled out to different classes. 1-day free taster then £70 per session (2 coaches) for up to 30 children (KS2 initially)	Markings in playground: £1000 approx £420 for a 6-week programme. 9 programmes 9x£420= Total= £3780 No cost implications	Some classes are partaking daily. Children have focused, purposeful time. Purpose given through 'round the world' challenge – displayed. Trialled and initial club has begun (first session 3.12.20 – too early to assess and evaluate so far) First sessions were well-received – big take up. Has had to be postponed owing to Lockdown. Sessions to resume after Easter. From Learning Walks and informal visits, have seen this happening and children engaged and enjoying. Brain breaks still taking place within school –	All classes to complete daily. Review after Christmas. Very positive feedback from children and families for Sports Cool coaching sessions – to continue 2021/22.

To ensure all children are taking part in daily activities.	Daily classes such as 'Go Noodle' are included into 'brain breaks' for children.	Total = £4780	<p>monitor if these are being suggested remotely also.</p> <p>All classes encouraged to use Daily Mile track for fitness and break time. Markings have been widely utilised and 'long distance' will be an event at Sports Day for KS2.</p> <p>Sports Cool sessions continue after school (KS1 and KS2 bubbles) – provided free and offered to all. Activities and focuses have changed per term, e.g. multi-sports, cricket</p> <p>Sports Cool sessions continue at lunchtimes on a rota per class.</p> <p>Cricket and Rugby clubs into school for Summer term for KS2 classes.</p> <p>Brain Breaks continue to be encouraged for all, including Just Dance, GoNoodle, Joe Wicks.</p> <p>'Boom box' purchased for aerobic sessions and dance in the playground.</p>	Continued monitor and focus of daily fitness – lunchtimes, playtimes, 'break'.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 14% £4049
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Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
To provide all teaching staff with CPD within P.E.	Employ 'Real PE' scheme which includes structured P.E. training for all teaching staff, including HLTAs where necessary.	£1900	<p>All teaching and one HLTA (who covers P.E.) have received training and scheme is being used well. Consistent delivery and approach to teaching and delivery of P.E. staff report that they feel more confident and have a clear structure and purpose to P.E. lessons Where possible, lessons are followed but this is not always.</p> <p>Use of online portal to support home</p>	Questionnaire for staff and pupils following Real PE CPD and online portal access.

<p>Training for Play Leaders and lunchtime staff to engage more pupils during unstructured times.</p>	<p>Colin Crowther – Brooksbank to train play leaders. Purchase of specific equipment to enable activities can go ahead.</p>	<p>£275</p>	<p>learning and for staff CPD. CPD bookings made for next year – specifically for new staff. Successes of Real PE shared across MAT schools.</p> <p>Contact made but unable to organise currently.No change.</p> <p>No change due to COVID restrictions and visitors to school. JS spoken to Colin Crowther (BBS) to assess for next year. Now trained and risk assessed – next year?</p>	<p>To embed – following further discussion with Colin Crowther.</p>
<p>Investment in equipment for different types of sport to be made available and introduced to all children in order to enhance provision.</p>	<p>Throughout the year, classes to be introduced to different sporting equipment and how to play and use these – e.g golf, stilts (lower level), hoola, cheerleading.</p>	<p>£515</p>	<p>Not done as yet. No change Large purchase order placed, following pupil and teacher input, as well as resource auditing from subject leader.</p>	<p>Teacher and pupil feedback positive. After next sessions, ask children to record thoughts.</p>
<p>Explore possibilities of widening exposure to different types of sport.</p>	<p>Explore companies who offer different types of sporting experiences, e.g. martial arts/forest school leaders and host ‘experiences’ and ‘taster sessions’ for all children to take part in.</p>	<p>£1359</p> <p>Total £4049</p>	<p>Forest School has been delivered as part of cluster – ‘Ultimate Frisbee’ sessions have been delivered as a taster session – engagement was high and ‘after school club’ is now full. Positive feedback from children and parents.</p> <p>This is on hold owing to Lockdown. Beginning after Easter.</p> <p>Forest school session offered, taster sessions from cricket and rugby coaches. Cricket and rugby PE sessions delivered to KS2 pupils – positive pupil voice responses.</p>	<p>Continue accessing Forest School environment locally.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9% £2680
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:
That there is increased CPD for all staff who deliver P.E.	To provide CPD for all teaching staff (with non-teaching staff invited) through 'Real P.E.' scheme.	£1000 for additional CPD	As above	Real PE CPD sessions arranged and organised for 2021/22.
That staff knowledge, understanding and skills about how to teach P.E. effectively improves. To upskill staff in a wider range of sporting activities.	Deployment of specialist sports coaches for 2 afternoons per week.	£35 per hour for 1 afternoon per week. 24 weeks £1680 Total £2680	Not deployed as yet (Covid) On hold owing to Lockdown KS2 children have had weekly cricket or rugby coaches deliver one PE session per week. Enthusiastic response from pupil voice surveys. Over the year, all staff have accessed Real PE CPD sessions – 2 x twilights. Progression of skills document created and shared by JF. Assessment training on Real PE – for teachers to assess accurately, access gaps in skills and support lowest 20%. Staff confidence has risen.	To continue to organise and arrange – supporting children's access to wider sports.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				50% 14,216
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>That all children are given the opportunity to access a wide range of sporting activities.</p>	<p>Wider range of activities on offer to all children through P.E. lessons by following the purchased scheme of work and Sports Cool incentive which focuses on different sports such as golf, frisbee etc.(as allocated above)</p>	<p>As above – already allocated.</p>	<p>Real P.E. offers wider range of activities and skills which meet all children’s needs and focus on skills that aren’t necessarily linked to a sport. There is challenge for all and it is different to previous P.E. lessons, whilst teaching core skills See above – adaptations where possible – activities which can be delivered remotely are but these are limited. Further clubs, cricket, rugby, frisbee and beginning after Easter. Continued exploration of further sporting activities and skills, inc. multi-sports club,</p>	<p>Need to evaluate impact and explore how to assess further. Explore purchasing</p>
<p>That all children are able to participate at their own level of ability, age and fitness.</p>	<p>Lunchtime clubs to include football, cricket, multi-sports.</p>	<p>£35 per hour For 4 hours per week for 18 weeks</p>	<p>increased events for Sports Day including class practices, PE equipment purchased and restocked, e.g. boccia, tennis, football nets, gross motor ‘physical literacy’ resources.</p>	<p>Continue to develop offer of further sports – speaking to a provider who offers archery club, for example.</p>
<p>That sporting activities offered are varied and appeal to a wide range of children.</p>	<p>Offer gymnastics and dance clubs, funded by the school.</p>	<p>Multisport - £2520 18 weeks of gym/dance @£60 per session=£1080 £10,616 Total = £14,216</p>	<p>Multi-skills is taking place once a week – lunch time staff have reported how focused and engaged children are during this time and have offered to lead this themselves. Intention was to increase to 2x per week but only one session delivered pre-lockdown. Increasing to 2x sessions – 1 for ks1/ks2 Not in place as yet. No change No change – PE lessons and clubs outdoors due to COVID risk assessment Real PE scheme is skill-based and applicable to all sports, not just sole discipline.</p>	<p>To engage with services and offer to children 2021/22</p>
<p>That physical activity is increased through independent use of new equipment.</p>	<p>Children learn new skills and become independent in their play and usage of equipment. Key focus on KS1/EYFS</p>		<p>Equipment installed and are used daily – children engaged well and playtimes and lunchtimes are resulting in fewer incidents of behaviour to deal with. Children have access to more physical activity during free periods Equipment well used and routines to keep Covid-safe are well-established.. Lunchtime, PE and provision equipment mass</p>	<p>To ensure staff at all levels know how to safely use and promote independence.</p>

			purchase and teacher modelling of use increased across the Key Stage in light of staff development of modelling, building independence and resilience in EYFS.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
				£2775
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
To become involved with competitive events organised within school and also through local cluster schools.	For travel and transportation costs to attend events.	£200	N/A Competitive sport has increased in school but no transport costs owing to COVID restrictions.	To be a focus next year – children require further access to competitive sports outside of Bowling Green Academy.
That Bowling Green Primary School is represented in a wider range of local competitions.	Purchase uniforms for sporting events.	£1000	Not done as yet. No change Some school-based uniform purchased but none for teams due to lack of inter-school events – to focus next year, inc. uniforms.	Uniform costs will still be relevant.
To purchase equipment which will encourage children to participate in a wider range of different sporting activities.	Explore different equipment and resources available which appeal to a wider range of abilities and ages. Purchase equipment and training for these.	£1575 Total £2775	Not done as yet. No change. Equipment purchased for lunchtimes and to allow for broader skill application in PE lessons, following Real PE staff training and increased physical time.	

Signed off by	
Head Teacher:	A M Deighton
Date:	19.10.20
Subject Leader:	J Fitzgerald
Date:	19.10.20

Governor:	Andrew Grime
Date:	19.10.20

Review Update
V 3.12.20
V21.01.21
V 31.03.21
V 13.07.21

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>Engagement of all pupils in regular physical activity</p> <p>Playground markings and equipment has increased physical time during the day and at lunchtime/playtimes.</p> <p>Y5/6 engagement in electronic Health Needs Survey and results.</p> <p>Daily Mile course laid and encouraged in each class.</p> <p>Free extra-curricular clubs to enable all children to have access to sporting coaching and activity.</p> <p>Profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>PE is regarded by all staff as a key part of school development, particularly after lockdown and lack of physical development.</p>	<p>Increased targeted activities to involve and encourage least active children.</p> <p>Daily Mile competitions – to relaunch countries challenge.</p> <p>Re-start of swimming programme for KS2 children after almost two years of swimming pool closures.</p> <p>Sports Leader Programme – led by BBS – for a target year group.</p> <p>Continued CPD on PE and active lessons.</p>

Resource audit and orders have supported PE teaching, including focus events such as Healthy Eating Week, Euro and Olympic-themed days.

Increased confidence, knowledge and skills of all staff in teaching PE and sport

Real PE CPD sessions have had positive impact on increasing physical literacy across school – all staff accessed.

Cricket and rugby coaches have been good CPD for teachers while ‘team teaching’ opportunities have been embedded.

Sports Cool lunchtime clubs have supported Lunch Time Supervisors with suggested games and activities to embed for key stages.

Broader experience of a range of sports and activities offered to all pupils

Sports Cool classes have been positively received from families and children (Pupil Voice survey) – access to clubs, particularly for children who may not have been able to owing to cost, and for after-school, extra-curricular activities.

Sports Cool have delivered fitness clubs and activity across a variety of disciplines, including frisbee, multi-sport and cricket.

Increased participation in competitive sport

Some in-house events have had competitive elements, inc. Sports Day, but this has been difficult to access outside of school due to COVID restrictions.

Daily Mile has competitive edge – round the world for classes to compete.

CPD focus, particularly focusing on new teaching staff / non-teaching staff for 2021-22 academic year.

Continued use of local sports coaches.

Continued work with Sports Cool providers, focusing on increasing sports/activities.

Post-COVID restrictions, coordinate and entering more sport competitions or tournaments across the local area / cluster / MAT.

Meeting national curriculum requirements for swimming and water safety.	To be completed at the end of the school year.
<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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	0% - no swimming in school for almost two years owing to COVID (Calderdale swimming services remained closed during 2020/21 academic year).
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	0% - no swimming in school for almost two years owing to COVID (Calderdale swimming services remained closed during 2020/21 academic year).
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0% Not had water safety training owing to Covid. Unable to assess.
<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?</p>	Yes/ No