



### ***How we use the Primary PE and Sports Premium Funding at Bramley Sunnyside Junior School***

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport you offer.


This means that you should use the premium to:

- \* develop or add to the PE and sport activities that your 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

**There are 5 key indicators that schools should expect to see improvement across:**

1. the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is 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

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>1. <b><u>the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</u></b></p> <ul style="list-style-type: none"> <li>• Weekly PE (120 minutes)</li> <li>• Active lunchtimes with focus activities e.g cricket, athletics, basketball, football.</li> <li>• Termly swimming for Y4 classes (40 minutes/week)</li> <li>• Active time completed by class teacher on a daily basis – daily mile, online group dance/exercise/yoga.</li> <li>• Morning group interventions for children with challenging behaviour.</li> </ul> <p>-----</p> <p>2. <b><u>the profile of PE and sport is raised across the school as a tool for whole-school improvement</u></b></p> <ul style="list-style-type: none"> <li>• Displays</li> <li>• Certificates presented in assemblies</li> <li>• Focus days for the whole school to celebrate sport and healthy lifestyles such as national table tennis day, all</li> </ul>	 <ul style="list-style-type: none"> <li>• Promoting walking to school for families.</li> <li>• Introduce sporting afterschool clubs.</li> <li>• Inclusive PE sessions in addition to regular PE sessions.</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• PE newsletter to be reinstated.</li> <li>• School to host Inter tournaments for ALL children that love sport and want to compete against same ability children.</li> <li>• Build on links with our PHSE team that healthy body helps healthy minds.</li> </ul>

world championships celebration days Rugby, basketball, Football, Wimbledon tennis day, Golf.

- Sports Week – inviting professionals into school/alternative sports/sports days.
  - Twitter
  - Fittest Primary School
  - Intra tournaments
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### **3. increased confidence, knowledge and skills of all staff in teaching PE and sport**

- Expertise of staff utilised in PE lessons – via questionnaire
  - CPD and dissemination
  - Expertise filtered into school from external coaches such as tennis coach, football coaches, schools own sports coach.
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### **4. broader experience of a range of sports and activities offered to all pupils**

- Kingswood – climbing, abseiling, ropes, archery, fencing
- All seasonal sports offered
- Table Tennis



- Annual / staff questionnaires to be used as measures to mark improvement.
  - CPD
-

- Boxercise
- Dance, Gymnastics and Cheerleading
- Inclusion of professionals to broaden pupil experiences
- Pupil voice to ascertain feedback on current provision
- Playground leaders trained on leading physical activity through play.

#### 5. increased participation in competitive sport

- Table Tennis teams and individuals compete at local and national levels.
- Participation in local learning community sports festivals.
- Intra tournaments termly.
- Links with further learning communities to include less confident children.
- Competitive sports days.
- Participation in school football league.
- Half time championship at RUFC.
- Primary Stars.
- We hold the platinum award for our participation in competitive sport.



- To continue engaging in all local and national competitions.
- To create more cross school tournaments / sporting opportunities by hosting our own.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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: £19,496	Date Updated:		
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:
				%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Daily mile and active 15 for all children to ensure additional 30 mins extra physical activity is in place. Delivered by the class teacher and at break times.  Daily additional morning activity run by children during playtimes for focused fun activities and personal challenges given to each child. Resources based on change4life ‘train like a Jedi’. We also run active lunchtimes that are sport focused and deliver personal challenges for the children to challenge themselves further.  We hope the impact on our children that participate in this additional physical activity will benefit them and they are able to focus more on their time on task within the classroom. Our children will be provided with frequent physical activity	Staff awareness briefing of requirements of the daily mile / additional morning activity and benefits to children.  Plan within the school timetable when the daily mile / additional morning activity will take place. Teachers to monitor different times of the day when they feel their class will benefit the most.  Measure the school field to ensure distance required to fulfil walking/ running the mile.  Sports lead to ensure that resources are in place to achieve the above.	30% of SB Sports Co	Benchmark questions for children / teachers and after a term impact shows that after children have completed their active 15 they are more settled and ready to be back on task. ‘In regards to the children in 5C, they love 'Go Noodle' and 'Just Dance.' Some of my children also attend sessions in boxing and other morning activities and these have a positive impact on the class. They are brilliant at calming down afterwards and particular children that have behavioural issues this really helps support them. It is great to see the less confident children really getting involved.  D Green 5A.  I have a child that takes part in our nurture football session, his behaviour seems to have improved since he has started. We also use our active time in the afternoon for a break from the classroom and they are able to regain focus for our last session. Miss Bowan- Green Class Teacher  In our class we incorporate active15 into the afternoon	Teachers to continue to deliver the active 15.  Sports Coordinator to keep up to date with current resources and training opportunities.  Playground leaders to receive training to ensure good practice.  Sports coordinator to monitor and evaluate the impact active 15 is having on our children’s behavior and attainment.

breaks that are developmentally and age appropriate.			<p>sessions. This helps to break up the 2 hour slot and keep children engaged. All children seem to enjoy this. They particularly like doing the GoNoodle and Just Dance videos. The children will often ask "Are we doing GoNoodle again today?" It hasn't necessarily changed the children's behaviour or quality of work- however, it has helped to re-focus and calm some children down, as well as given them something to really look forward to.</p> <p>I think the mile is better in the first autumn term and perhaps summer term.</p> <p>Whereas, GoNoodle/Just Dance works best in the colder months.</p> <p>S McVeigh 6B</p>	
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:
				%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Sport focused 2-hour PE lessons to increase children's knowledge and skills. Assessments take place to group the children so lessons are appropriately differentiated.</p> <p>Additional inclusive PE sessions to include SEN, PP and less confident children to increase children's confidence. Introduce Inter tournaments where we invite other schools to participate in with their less confident children/SEN/PP.</p>	<p>Regular observations and meetings with PE lead staff to ensure children are in the relevant groups and discuss children's progress and any problem areas.</p>	<p>30% of SB 30% of BB  Cost of equipment</p>	<p>The focused PE sessions that are now differentiated into abilities have had a significant impact on the dynamics of lessons. Our G&amp;T children are being challenged in all areas of each genre covered in school enabling them to reach their full potential. They also learn the tactical skills of defense and attack of each sport, the rules and how to lead and officiate a game. We can also identify children that are especially talented in a particular sport and direct them to an external club. For example, Cross country – the Harriers, Football to RUFC academy, table tennis, Scorpions.</p> <p>The middle group now have more time allocated to them as the groups are smaller and the ability is the same so they can work on specific skills they need to develop and can have things broken down in to deeper depth. Before the groups were divided this way children were reluctant to take part in games and demonstrations, now they contribute vocally and physically throughout the lessons.</p> <p>The lower group are developing their skills and coordination from basic drills that are repeated where necessary. We have already seen that they are more confident to be involved in all aspects of the lessons because they are competing with other children at the same level and this makes it accessible for each child to attempt being part of a team. Every child achieves some level of success on each session. We have had a dramatic drop in children forgetting their PE kit and attendance remains the same on each year group's designated PE day.</p> <p>The inclusive PE groups are achieving so much success for every child that takes part. You can see how much the children enjoy their PE lessons by the smiles on their faces throughout their sessions. Every aspect of these session develop the children's fine motor skills, problem solving, team work and the children really feel part of a team.</p>	<p>Continue to complete regular observations and meetings with staff and the PE team to keep good communications with each other.</p> <p>Each term we will look at the groups and see if any children would fit into a different group.</p>
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<p>Intervention groups held for specific groups of children throughout the school day to build relationships, and support children with low self-esteem, Confidence, behavioural.</p>			<p>The intervention groups are making good progress in helping the children to be on task in class when they have returned. The seem to be calmer and are able to focus, so although there is no evidence to say that the childrens' attainment is higher, there is evidence that the children are able to focus and complete tasks within the classroom. The children are also building positive relationships with staff through this activity.</p> <p>Confidence has grown significantly for many children since the groups have altered. We also bring the children together for intra tournaments and sports days, where all children are combined and complete a variety of activities that range in difficulties.</p> <p>I enjoy PE and like that I'm in a group with children same level as me, I get to score goals, I scored 10 last PE. Sam A.</p> <p>We play loads of different sports and my favorite is being the goal keeper in hockey, it was so cool being dressed up in the kit. Sophie M</p> <p>I love inclusive PE we have so much fun, playing golf, boeling, hockey and Mr B and Miss Phillips play with us too. Corben C.</p> <p>Up take of afterschool clubs, we have 60% more children taking up a sporting clubs.</p>	
<p>Awareness raising sessions for parents on additional out of hours sports opportunities – boxercise, dance, gymnastics and cheerleading. To give the children a wide range of activities that are run by staff the children are familiar with, and accessible for all families and the local community.</p>	<p>Flyers created and sent out to families for Q&amp;A session.</p> <p>Use responses from Q&amp;A to plan for next steps.</p>			<p>We will continue to offer a range of afterschool clubs to our children throughout the academic year. Keep up to date questionnaires to the children to see which sports the children would like to try.</p> <p>Build on our sports presentation</p>

<p>Sports Presentation to celebrate the children's success and achievements through the year.</p>	<p>Sports Lead to contact RUFC regarding using their hall for the sports presentation.</p> <p>Organise the sports presentation including nominations / prizes etc. Ensure communication between all parties maximises the impact of the event.</p>	<p>Cost of sports presentation evening</p>	<p>Children were happy to share their success with their families and peers. We have great feed back from the parents.</p>	<p>to include more guests that have a sporting back ground/career. Bigger venue.</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:
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School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated: 10%	Evidence and impact:	Sustainability and suggested next steps:
Staff voice to ensure current practice is good and staff are confident in what they are teaching.  Children's voice to gage the children's needs and interests.  Staff CPD	Annual / staff questionnaires to be used as measures to mark improvement.  Termly meetings to discuss aspects of PE; assessments, groups, planning, sporting events, tournaments.		Staff deliver high quality PE sessions.  Regular high success rate at learning community tournaments.  Children are engaged in PE lessons, behavior is good throughout sessions. Gaps in development and ability narrower between groups.	Regular conversations observations, assessments with staff and children.  Staff to attend regular CPD opportunities.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:10%	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: We deliver a full curriculum of sport: Swimming, football, tag-rugby, basketball, netball, athletics, hockey, gymnastics, tennis, orienteering.  We also offer alternative sports Table Tennis, boxercise, Cheerleading, Cross country, Dance, Mat ball, team building games, cycling and scooter training.  The aim is to give children a taste of a range of sports.	Staff to continue developing the sports we deliver and bringing new inventive ideas together in meetings and reviews.  CPD staff to continue to attend courses to keep up to date with current practices.  Bring athletes/clubs into school to give the children first hand experiences.  Keep involved in specialist days eg. Table tennis days.		Children enjoy the range of sports offered to them, they are focused and on task at all times.  We have children questionnaires and self assessments to hear the pupil voice and they show that the children do enjoy their PE lessons and it indicates any gaps there are.  ,	More links to be made with local area schools by hosting Inter tournaments with other schools for both G & T and the less confident children.  Continue to build relationships with our current links with clubs/sporting experts.

<p>We hold a sports week where we organise traditional sports days and alternative sports days where the children take part in alternative sports eg. Ultimate frisbee, golf, inflatable assault courses. Q and A/Talk to Athletes and sport coaches.</p> <p>We also take part in National table tennis day, this year every child in our school had the chance to play table tennis, design a bat, and we completed the biggest around the table event with more than 500 children and staff taking part.</p>	<p>Giving the parent/carer's a chance to see their children/family take part in their school team competitively.</p> <p>Offer a range of sports for all children to access and take part in.</p>			
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: %

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:20%	Evidence and impact:	Sustainability and suggested next steps:
<p>We take part in our learning community school tournaments with our secondary feeder school, where our gifted and talented children compete and are able to progress to represent Wickersely, then Rotherham upto level 3 and in the Sainsbury's Summer and Winter school Games.</p> <p>We also link with Abby school where our children that are less confident in sports and/or have SEN take part in tournaments and events.</p> <p>We have taken part in the special Olympics with our inclusive group of children at the English Institute of Sport.</p> <p>Our school have attended the National Championships in table tennis for many years, competing up and down the country.</p> <p>We enter tournaments through RUFC where the children get to play on the actual ground in the stadium.</p>	<p>Continue participating in the tournaments.</p> <p>Keep developing ability groups so that all children receive the highest quality teaching at the appropriate level and more children are able and confident enough to want to participate.</p> <p>Sports Coordinator to continue making links with external clubs, associations and schools to create new and exciting opportunities for all our children.</p>		<p>Success at the learning community tournaments gaining places in finals in u11 girls hockey, u9 basketball, u9 boys &amp; u11 girls and boys football.</p> <p>Increased number of children wanting to join in different sporting festivals.</p> <p>We reached the Primary Stars Schools half time Football Championship semi-finals.</p> <p>We have had many school champions in table tennis, we have a girl that is also England's number one in the under 13's.</p> <p>These new tournaments our children have attended have fueled their enthusiasm into sport. They have grown in confidence and are now requesting to take part in them.</p>	<p>We need to create more opportunities for children to take part in competitive team activities. Each session, festival and sports day we run creates new and exciting opportunities for all children at all levels.</p> <p>Continuing building all children's confidence to participate in sport will help support our children in all aspects of their learning.</p>



We also hold our own Intra tournaments after each term to combine the sport that has been covered and team points are given to winning teams that for towards the sports day at the end of the year.

