

Grange Junior School Sports Premium Funding – Action Plan 2020-2021

At Grange Junior School we recognise the contribution of PE / Sports to the health and well-being of our children. It is our belief that an innovative, varied PE curriculum and inviting extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children. The continued allocation of the Primary Sports Funding will enable us to develop and extend our provision for high quality PE / Sports experiences for our students through;

- ✓ Employing additional specialist sports coaches to supplement our PE / Sports curriculum
- ✓ Providing high quality professional development opportunities for all teaching staff
- ✓ Providing all children with the opportunity to engage in competitive sports and competitions
- ✓ Supporting a developing understanding within our children of the importance of healthy lifestyles

Amount of Grant Received: £ 19,575

Date: July 2020

The government is providing additional funding of £150 million per annum for academic years 2013 to 2014, 2014 to 2015, 2015 to 2016, 2016 to 2017 and doubling the provision for 2017 to 2018 and 2018 to 2019, to improve provision of physical education (PE) and sport in primary schools. This funding – provided jointly by the Departments for Education, Health and Culture, Media and Sport – will be allocated to primary school head teachers. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

Eligible schools Funding for schools will be calculated by reference to the number of primary-aged pupils (between the ages of 5 and 11), as recorded in the annual schools census in January 2018.

Purpose of funding Schools must spend the additional funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this.

Possible uses for the funding might include:

- hiring specialist PE teachers or qualified sports coaches to work with primary teachers when teaching PE
- supporting and engaging the least active children through new or additional Change4Life clubs
- paying for professional development opportunities for teachers in PE and sport
- providing cover to release primary teachers for professional development in PE and sport
- running sport competitions, or increasing pupils' participation in the School Games
- buying quality assured professional development modules or materials for PE and sport
- providing places for pupils on after school sports clubs and holiday clubs pooling the additional funding with that of other local schools.

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| Meeting national curriculum requirements for swimming and water safety. | |
| <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> | 70% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 70% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 76% |
| 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 |

What is the Sport Premium Funding?

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport that it offers.

This means schools 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

Key achievements to date:

- Excellent attainment levels of majority of children including an increasing number working above ARE.
- The school provides a large and varied number of after school sports clubs (including – football, dance, gymnastics, rounders, multisport, quid itch) which are well attended by children from all year groups.
- The profile of sport in Grange Junior School is very high and successes are celebrated in newsletters, on a designated board and in celebration assemblies.
- Sports leaders have been enlisted and coached to soon lead, manage and officiate school game activities
- Lunchtime and after school clubs have increased participation
- Sports leaders and ambassadors have been chosen and are being trained up

Areas for further development and baseline evidence of need:

- Ensure sports leaders are engaging in leading, managing and officiating school game activities
- To develop the provision of Outdoor Education on the school grounds
- Look at how assessment is carried out. PE coordinator to moderate assessment with PE teachers.
- Collect accurate data on participation levels of ALL children in the school.
- Further increase participation levels of children by providing lunchtime and after school clubs and activities.
- To provide CPD opportunities for members of staff to increase levels of confidence and subject knowledge.
- To increase fitness levels of all children.

How will Grange Junior School be allocating the funding?

We have been allocated £ 19,575. We are using 70% of the funds to pay for the part employment of Premier Sports (PE specialist teachers) to work with us.

They are:

- Providing professional development opportunities for teachers using the PE curriculum. These areas include: dance skills, gym skills and outdoor and Adventurous activities
- Auditing our schools PE equipment, CPD needs and demonstrating lessons
- Supporting the continued design and implementation of assessment in PE

We are using the remaining 30% of the funds to:

- Continue and further develop the many sporting enrichment opportunities we offer out of school hours for all the children e.g. Gymnastic Club, football club, performing arts
- Offer a range of different sporting enrichment opportunities during lunch times
- Provide release cover for staff to attend CPD
- Provide release cover to develop outdoor adventurous opportunities
- Offer our children a range of adventurous and outdoor opportunities both as an individual and as part of a team.

| Academic Year: 2019/20 | | Total fund allocated: £ 19,575 | | Date Updated: September 2019 | |
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| Key indicator 1: The engagement of all 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: |
| Increase participation rates and school provision in after school clubs for KS1 and KS2 | | | | | 10% (Premier Sports included in key indicator 2) |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| <ul style="list-style-type: none"> • To increase participation and fitness levels of all pupils with an emphasis on team building and competitive skills as well as cardiovascular fitness and development of self-esteem and confidence. • Increased pupil participation in sports related activities and clubs as they are catered to what they would like to take part in • Enhanced, inclusive and bespoke curriculum provision that all children can enjoy and achieve in • Positive attitudes to health and well-being due to a | <ul style="list-style-type: none"> • Staff to engage in lunch time activities / multisports with the children • Coaches to run Lunchtime clubs including tennis • Ensure the enhancement and extension of our curriculum provision offers a range of activities for all children (inclusive of their needs) • Inclusion- key focus- PP children, less active and more able • Activity leaders leading playtime and lunchtime activities (Year 5 children to take lead after training) • Specialist (Football, | £1000 Staffing £800 Football | Evidence <ul style="list-style-type: none"> • Schools own registers – children targeted to improve uptake of clubs for SEN, PP, those who do not take part in clubs outside of school • Review which children are taking part in after school clubs and target focus groups of children • Pupil voice – what would they like to see being run in school, shows previously sedentary pupils are now taking part in regular physical activity. Impact <ul style="list-style-type: none"> • Employing specialist teachers of Physical Education • Take into account what clubs/ sessions/ activities pupils want to engage in to improve uptake | Monitor the impact of specialist trainers on staff CPD and quality of provision for children. Monitor the quality of after school clubs for impact – are they what the children want to see? Monitor the impact on PP children and less active – has this increased? If not, why not? Pupil voice Sports leaders in year 5 have been training up Year 4 and this process needs to continue through school (sept 20) | |

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| <ul style="list-style-type: none"> tailored provision Improved behaviour and attendance of targeted pupils Improved pupil attitudes to PE To offer quality PE activities to all children in school for free More varied club options for children | Performing arts) and school staff running after school clubs – girls football teams introduced | | <ul style="list-style-type: none"> Specialised external staff to offer wide range of clubs/CPD with staff including dance, performing arts, football, martial arts Improved pupil attitudes to PE | Pupil Voice – what would the children like to see being run in school? More varied club options for children |
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| <p>Key indicator 2: The profile of PESSPA (Physical Education, School Sports and Physical Activities) being raised across the school as a tool for whole school improvement</p> <p>To develop skill sets of children through the purchase of specialised PE equipment and to enhance and broaden their sports curriculum by offering different sporting opportunities</p> <p>To increase the profile of PE throughout the school and therefore engagement of pupils</p> | | | | Percentage of total allocation: 70% |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> A more inclusive curriculum which inspires and engages all pupils Enhanced quality of teaching and learning through PE specialist support Resources to be replenished and replaced in order to maintain a high standard of equipment Increased pupil participation in competitive activities – they will be inspired into competition and commitment through enhanced provision Increased pupil awareness of | Review the quality of our curriculum including: Lesson observations Accessibility of all the activities for all pupils and strategies to support children with a disability Quality of teaching and learning offered - lesson planning and support – Premier Sports Discussions with individual pupils and liaison with parents / carers – pupil and parent voice Check equipment to ensure it meets the needs of our pupils Use of equipment to enhance learning during curriculum time | £ 13,500 – PE Specialist from Premier Sports Teacher time for after school/lunch clubs £1000 to replace old and damaged equipment Visit to Swindon FC - £200 | <p>Evidence</p> Curriculum plan for all year groups – which is constantly reviewed by PE coordinator Long, medium and short-Term plans – with review dates Planning for Gifted and SEND pupils Offer a range of sports to teach new PE skills using new equipment – basketball etc Interviews with children – pupil voice Photos of evidence of activities attended and register of children Meetings within school – staff | Leadership of PE – action plans, quality of curriculum provision. Monitor the impact of intra-sports competitions within the school and introducing these events across the whole school. Have they raised the profile of different sports? Pupil and parent voice. |

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| opportunities available in the community | and outside of school hours Sports Day in 2021, to combine 'carousel of skills' and competitive sports races across Y3/4 and Y5/6 phases, with 'parents and kids picnic lunch'. | | meetings, PE meetings with support teacher School / Subject Action Plans Impact Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum CPD in school for staff to increase subject knowledge and confidence in PE Employing expert advice to evaluate strengths and weaknesses Implement plans for improvement | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| Develop staff CPD | | | | £13,500 (Premier Sports in key indicator 2) |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Improved quality of teaching and learning – staff are more confident and competent Offering alternative provision will engage or re-engaged disaffected pupils and therefore increase pupil participation – concentration and engagement levels will be increased | Development of staff: Training to include 'traffic light' (Green/Amber/Red) of the current PE provision using the Medium Term plans and Progression of Skills documents. This will enable teachers to identify areas of weakness and training needs. | £ 13,500 – PE Specialist from Premier Sports Teacher time for after school/ lunch clubs | Evidence Curricular and extracurricular plans – review termly for coverage and impact on children Observations Staff meetings – PE curriculum, Development of teachers across the school Impact | Impact of Premier Sports employment on teacher CPD Leadership of PE – action plans, quality of curriculum provision. Cost against impact for Premier Sports. |

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| <p>Enhanced quality of delivery of activities</p> <p>Positive attitudes to health and well-being</p> <p>☑ Long term planning will ensure the progression of skills and varied sports</p> | <p>Staff to be trained in 'Progression of Skills' assessment, 'multi-skills' and 'Comfort-Stretch-Panic' model across a range of sports, which were identified from the 'traffic lights' of provision, and the staff questionnaires. (e.g. request for Assessment guidance and knowledge of teaching gymnastics & Games)</p> <p>Time to be given to work in year groups to ensure provision of skills and how to use this for assessment is accurate across year groups and phases.</p> <p>Long term plan to be followed by staff for coverage of sports</p> <p>Staff meeting CPD on PE Review the quality of our extracurricular provision including: Range of activities offered to all children (Inclusion) The enhancement and extension of our curriculum provision – what opportunities are we offering Inclusion of all children – MA, SEND etc The promotion of active, healthy lifestyles</p> | | <p>Training of teachers for those with SEND</p> <p>Paying for transport and access to leisure facilities</p> <p>Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence</p> | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils To develop outdoor and adventurous sports provision for all children | | | | Percentage of total allocation: |
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| Extended provision in a range of outdoor and adventurous activities Improved positive attitudes to health and well-being Children to take part in different outdoor and adventure experiences | Enrichment outdoor adventure sports experiences – rock climbing etc Improved relationship with outside agencies – PGL, Trampoline park | Paying staff or external sports coaches to run termly sessions in outdoor/ adventurous sports Paying for transport for sessions Supporting staff with the teaching of outdoor provision Outdoor Adventurous staffing £2000?? Trampolining (Year 6) transport £150?? | Evidence Assessment against curriculum strands Pupil voice – which outdoor/ adventurous sports would like to take part in Children interviews – before and after provision Website Curricular and extracurricular plans – review termly for coverage and impact on children | Sports week – adventurous sports to be included. Improve relations with outside agencies – Cotswold water park / Coate Water (sailing/canoeing) |

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| Key indicator 5: Increased participation in competitive sport Increase amount of competitions children take part in within the LEA and intra competitions | | | | Percentage of total allocation: |
| | | | | £10,410 25% (Premier Sports in key |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Increased pupil participation in outside activities/ experiences in enhanced, extended, inclusive extra-curricular provision More confident and competent staff through training and support so that they can | Increase the amount of competitions children take part with in LEA Ensure the enhancement and extension of our curriculum provision to provide a wide range of different activities and opportunities for children | £150 – competitions run in LEA – Chance to shine program, , gymnastics, dance, SEND Access day etc £8000 – PE Specialists instructors from Premier Sports | Evidence Attendance of festivals within the Federation Impact Providing high quality professional learning for adults supporting learning to run | Monitor the impact of intra-sports competitions within the school. Have they raised the profile of different sports? Pupil and parent voice. All children to take part in intra competitions |

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| <p>provide enhanced quality of delivery of activities</p> <p>Positive attitudes to health and well-being by pupil and staff</p> <p>Improved pupil attitudes to PE and sports through a bespoke curriculum and activities</p> <p>Increased school-community and school to school links</p> <p>Extended provision – increased range of activities for children to take part in</p> <p>Increased staffing capacity</p> <p>Increased participation in competitions</p> | <p>Inclusion of all children – a register will be kept (especially on vulnerable groups)</p> <p>Improve links with other schools in the federation - network/organise fixtures resources.</p> <p>Set up and continue to updated sports noticeboard showing children's achievements</p> | <p>£550?? – Performing arts (part funded)</p> <p>£800– Football</p> <p>Quad Kids - £100</p> <p>Y5/6 Girls football/cricket teams competition - £200</p> | <p>sports teams, after school clubs</p> <p>Employing expert advice to evaluate strengths and weaknesses and implement plans for improvement</p> <p>Paying external sports coaches to run competitions, or to increase pupils' participation in national school games competitions</p> | <p>Organise and set up at least 6 intra tournaments with sports ambassadors help (one in every term for Y3 to Y6)</p> |
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Areas for development taken from PE Subject Leaders report to put into Premium Funding Report

- Entering Y5/6 girls teams into football and cricket tournaments. More spending may be required, e.g. supply cover
- Visit to Swindon Town FC, linked to their Football in the Community programme (if running in 2020/21)
- Sports Day in 2021, to combine 'carousel of skills' and competitive sports races across Y3/4 and Y5/6 phases, with 'parents and kids picnic lunch'.
- Training to include 'traffic light' (Green/Amber/Red) of the current PE provision using the Medium Term plans and Progression of Skills documents. This will enable teachers to identify areas of weakness and training needs.
- Staff to be trained in 'Progression of Skills' assessment, 'multi-skills' and 'Comfort-Stretch-Panic' model across a range of sports, which were identified from the 'traffic lights' of provision, and the staff questionnaires. (e.g. request for Assessment guidance and knowledge of teaching gymnastics & Games)
- Time to be given to work in year groups to ensure provision of skills and how to use this for assessment is accurate across year groups and phases.