

The Blake Church of England Primary School



PE and Sports Premium Funding (2019/20)



"Everyone wants to do PE"

"You get to learn to dance and I love dancing"

The Blake CE Primary School, in common with all primary schools, has received from the government £16,000 of PE and Sports Premium funding, plus an additional 'top-up' premium of £10 per pupil, (£19,450) The government stipulates that this money must be used "to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2019 to 2020 academic year, to encourage the development of healthy, active lifestyles." At The Blake School, the PE and Sports premium funding is topped up with money from the whole school budget, in order to further support the development of the aims across the whole school.

In the light of this requirement the funding has been used to:

- Increase the involvement of all children in informal physical activity at playtimes (playground games are now part of the PE curriculum and there has been investment in staff CPD to develop this).
- Ensure wider sustained inclusion of children with SEND in formal sport's competitions and as sport's leaders within school.
- Increase the involvement of girls in formal sport's competitions.

In the light of the pandemic, the funding has also been used to:

- Support teacher's planning for increased outdoor and physical activity.
- Disseminate good practice across all staff, especially those working with unfamiliar year groups, to ensure quality provision.

The Governors consider physical activity to be a key part of enabling many children to flourish within the aspirational curriculum offered to children at The Blake School. All PE and sports opportunities offered within school are adapted as necessary in order that all children, whatever their level of ability or disability, are offered appropriate challenge to support strong personal growth and development as well as physical activity. The Governors consider that the expenditure of the sports premium is having a long-term, sustainable impact on the activity levels of all children in the school and therefore improving health.

"I love doing sport with Mrs Bishop"

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Having left the school, many children continue to be involved in physical activities by being part of sports leader programmes at secondary school. The annual Year 6 survey consistently shows that during their time at the school PE and sports events are one of the three things that children enjoy most.

There has been significant investment in playground equipment and staff time in teaching children playground games and sharing ideas for independent active play. In addition, there remains a full programme of supervised playtime activities and organised games for children in Years 2 – 6.

During Term 6, when the school was open to just under half of all children on roll, staff were encouraged and equipped to increase the amount of outdoor physical activity being undertaken each day. This was in recognition of the immediate health benefits of being outside and in response to the likely prolonged period of inactivity as a result of being in lockdown. Staff also recognised the long-term mental health benefits of children partaking in increased physical activity. Each bubble was provided with carefully chosen (and sourced) sport's equipment, designed to support both independent and group activity and the timetable adjusted to provide all children with additional time outside each day.



Children are expected to offer positive praise to all those involved in any sports activity and to show respect for their peers. This positive message from staff and peers is being reflected by an increased level of participation in general and particularly by those with SEND and girls in a range of formal sports events, as well as during playground activities. Daily player of the match awards are given not only for sporting prowess but for improvement, effort or listening carefully to instructions/advice and implementing that. There continues to be a focus on personal bests and self-improvement.

Through the year children in Year 6 have been involved in being sports leaders, organising and supervising playground activities. Now that the role of sports leaders is well established within the school those involved are demonstrating increased responsibility and commitment to the role. The focus on Year 5 children last year, in order to increase engagement, has paid dividends this year both in terms of levels of participation and enthusiasm and commitment to both the role of sport's leader and to competition.

Children in Key Stage 2 have access to swimming lessons during the year. Owing to the Covid-19 pandemic, it was not possible to provide the additional support needed to Year 6 pupils; there was no swimming provision for them during the academic year prior to lockdown. Swimming data for the Year 6 cohort therefore relates to the end of the 2018/19 academic year.

- 37% of pupils swim competently, confidently and proficiently over a distance of at least 25 metres,
- 17% of pupils use a range of strokes effectively
- 17% of pupils performed safe self-rescue in different water-based situations.

"At playtime there is lots to do."

"I love the playground"

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The school has continued to invest in a sports lead as her role is believed to be having an ongoing and sustained impact on levels of physical activity and well-being amongst the children. The role has been particularly beneficial for children with more complex or behavioural needs. Children who work alongside the sports lead in PE lessons are encouraged by the continuity of approach and personnel to get involved with the activities being arranged and led by her during playtimes. Being involved in well-supported physical activity and experiencing success during play times these children are then keen to represent their school and/or to engage with local clubs where they can further increase their level of skill.

Ongoing work supporting teachers and modelling high-quality PE teaching has led to a demonstrable increase in staff confidence and as a result timetabled PE lessons are more varied and increase children’s confidence as well as their level of overall skill.

The school continues to work alongside Adventure +, particularly in relation to the provision of an activity week for children in Year 6 (Quinta). Activities and physical challenges undertaken during this week are used as a springboard to other physical challenges later in the year and to inspire children to try new and different sports/physical activities.

The table below summarises how, building on the work in previous years the 2019/20 PE and Sports Premium has been used. Year on year there is an increased level of both confidence and basic motor skill displayed by the children. Owing to children receiving some teaching from the school sports lead (a sport’s specialist) there is a wide cross section of children willing to access playground provision supported by that member of staff. Staff report very high levels of positive attitudes to PE, sports activity and team competitions.

Action	Cost	Outcome/Impact
Witney Partnership SSCO	£1538.00	See separate table below for the range of partnership events that children from the school have been involved in.
Delivery of the PE School Curriculum supported by a trained sports specialist Training for sports events	£16,222.00	As a result of assisting some teachers in PE lessons there has been an increase in teacher confidence, higher quality provision and an improved experience for children. This has led to raised confidence for children and increased participation in sports events. Teachers have access to high quality advice regarding PE teaching. Playground games have been added to the PE curriculum in Term 1 to support children in independent but structured free play. Teachers supported during lockdown to provide frequent, age appropriate, physical activity.
PE equipment Equipment for break and lunchtimes	£2737.00	High quality kit available to all children during breaks and lesson times.

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		There is an increase in the overall level of independent active play Children and staff have given positive feedback about the impact access to equipment and activities has had on participation and school values.
Tournaments	£252.00	Children in Years 4, 5 and 6 experience regular opportunities to compete in other settings.

Partnership Events

Given the level of sports training and activity at The Blake School there are increased opportunities for children to represent the school in competitive sports events. Children report an increased sense of pride in the school and a sense of belonging supporting the school's commitment to British values. Sports successes are celebrated during whole school collective worship and shared with parents via the newsletter and school website. Children involved in these events are deliberately signposted to out of school clubs where they can continue to play/compete.

Date	Description	Numbers
Terms 1 and 2	Under 9's football	10 children mixed
	Cross country – Under 9's and Under 11's	14 children mixed
	Football league	15 children mixed
	Hockey – A, B and C teams	26 children mixed
	Year 5 dance	60 children mixed
Terms 3 and 4	Swimming gala	9 children mixed
	Witney school's indoor athletics	15 children mixed
	Netball tournament - <i>postponed</i>	24 children mixed
	Hockey – W Oxon finals	9 children mixed
	Netball league (x2)	10 children mixed
	Girls football (x2)	10 children
	Year 1 dance	47 children mixed
	Tag rugby - <i>cancelled</i>	10 children mixed
	KS1 cricket - <i>cancelled</i>	30 children mixed
Terms 5 and 6	Events all cancelled owing to Covid-19, with the exception of a virtual 'Quad Kids' challenge undertaken by Year 6.	60 children mixed

The school's children have achieved significant sporting success in external events over the course of the 2019/20 year. Children in lower year groups increasingly report aspirations to be part of these teams when the opportunity is available to them. There is increasing evidence of children's sporting confidence and willingness to get involved, training sessions for the girl's football and the netball league were attended by double the number of children who it was possible to take to the events.

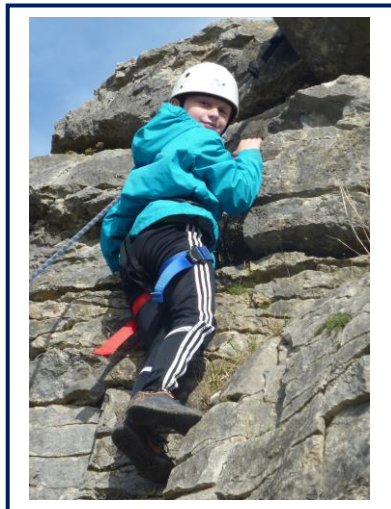
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"We have a lot of clubs such as athletics, football, Zumba and Judo"

"I like playing football in the playground."

Owing to the positive impact on activity levels, health and well-being, the on-going nature of many of the activities and the interrupted academic year, it is planned that the sport's premium for 20/21 will be spent in broadly similar areas to that of previous years. Specifically, the funding will also be used to -

- increase the number of year groups taking part in a regular class-based fitness activity, to increase the habit of exercise as part of weekly routines,
- researching and disseminating information to staff regarding effective regular fitness activities and modelling the introduction of these, alongside more formal PE lessons,
- support independent active play by further investment in playground games,
- development and use of the new adventure zone, with a focus on providing increased physical challenge to older pupils,
- development and use of the new EYFS play area, ensuring structured opportunities for active play.



"I loved doing all the activities at Quinta"

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Academic Year 2019/20	Total Fund Allocated - £19,450.00	Report provided – 24 th July 2020
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Key achievements to date	Areas for further improvement and baseline evidence of need
<p>Wide range of playground activities are accessible to all and enjoyed by many</p> <p>Increased numbers of children involved in competitive sport</p> <p>Raised levels of teacher confidence</p> <p>Levels of pupil confidence increased, specifically for girls and those with SEND</p> <p>Quality of PE provision now consistently high across the school</p> <p>Levels of physical activity over break and lunch time increased</p> <p>Children with complex needs are able to use sport as a way to access the curriculum/maintain engagement with school</p>	<p>A range of effective and easily introduced and sustained regular physical activities for class teachers to undertake with their classes outside of PE lessons needs to be sourced, resourced and shared.</p> <p>Further investment in a greater range of playground games and activities for independent play to ensure all children are able to access a preferred physical activity</p> <p>Continue to focus on increasing confidence and personal bests to ensure participation by all children, irrespective of starting level of skill</p> <p>Ensure children from KS1 are given access to playtime activities and are developing skills necessary for later sports engagement</p>

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Meeting National Curriculum requirements for swimming and water safety

Note – Owing to the Coronavirus, Year 6 did not swim with the school during this academic year. Data are from the end of 2018/19

The percentage of the current Year 6 cohort (60 children) who swim competently, confidently and proficiently over a distance of at least 25 metres?	37%
The percentage of the current Year 6 cohort (60 children) use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	17%
The percentage of the current Year 6 cohort (60 children) who can perform safe self-rescue in different water-based situations?	17%

Note – The Primary PE and Sport Premium has not been used to provide additional provision for swimming.

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 - 49%

School focus with clarity on intended impact on pupils	Actions taken to achieve	Funding allocated	Evidence and impact	Sustainability and next steps
Playground activity in need of greater clarity and focus to support provision of organised activities	Money and staff time invested in new playground equipment and in teaching children independent playground games - now part of the PE curriculum	£9,737.00	Children report positively on playground games and levels of independent play have increased. Overall levels of activity during playtimes are felt by staff to have increased	Ongoing investment in equipment, regular reminders of games that can be played, including ensuring younger year groups are involved as they progress through the school

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<p>Need for organised sports activities to support physical activity</p>	<p>Sports lead works with sports leaders to provide wide range of organised break and lunchtime activities for all children from Years 2 - 6 as well as a clear timetable for other sports activities</p>		<p>Staff report 'a real buzz' on the playground of children engaging in sports activities.</p>	<p>Ongoing investment in sports lead to organise activities and in the role of sports leaders to ensure inclusion</p>
<p>Focus on inclusion</p>	<p>Work done to increase confidence of girls and those with SEND in particular. Sports leaders supported to focus on inclusion. Careful attention paid to those children with physical disabilities to plan appropriate activities in which they can both engage and achieve.</p> <p>Girls only teams and training sessions have been created.</p>		<p>Increased numbers of girls engaging in organised activities and children of mixed ability. All children are included in all class PE lessons / school internal sports events - adapted activities are used as appropriate.</p> <p>Double the number of girls who can be involved in teams have come to training sessions, girls with no previous sport's team experience have been included in teams.</p>	<p>Ongoing investment in the role of sports leaders to ensure inclusion, modelling this for younger year groups and providing support to allow engagement of pupils with additional needs. Children with SEND have been sport's leaders, children in Year 5 already identified to be leaders in Year 6.</p>

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Key indicator 2: The profile of Physical Education, Sport and Physical Activity (PESPA) being raised across the school as a tool for whole school improvement				Percentage of total allocation - 0%
School focus with clarity on intended impact on pupils	Actions taken to achieve	Funding allocated	Evidence and impact	Sustainability and next steps
Ensure whole school engaged in celebrating sporting success to keep profile high.	Every sports event celebrated as part of whole school collective worship, photos and reports shared with parental body via the website and newsletter.	No funding impact	Children in lower half of school talk eagerly about future involvement in sports events.	Planning dissemination of ideas for routine physical activity to take place in every class.
Increased awareness of importance of physical activity on both physical and mental health.	Changes to timetabling during pandemic increased outdoor play and activity. Regular communication with parents during lockdown stressed the importance of daily physical activity.		Children in school increased the amount of timetabled physical activity each day.	Review timetabling for September to ensure children continue to enjoy opportunities for outside physical activity. Use of PHSE curriculum to reinforce the importance of exercise.
Children recognise a range of ways to be physically active during the day.	Some classes in KS1 are undertaking daily physical classroom-based activity		Staff report children's pleasure at engaging in these daily activities.	Share ideas and good practice with other year groups.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation - 25%
School focus with clarity on intended impact on pupils	Actions taken to achieve	Funding allocated	Evidence and impact	Sustainability and next steps
Continued focus on children in Year 5 and those with SEND identified as being least likely to engage in sports activities and specifically girls lacking confidence Lack of confidence by some staff resulting in limited range of or repetitive PE.	<p>School sports lead modelled high quality teaching focussed on raising confidence.</p> <p>Focus on children who have not previously been involved being given opportunities to be part of teams</p> <p>Positive experience during PE anticipated to lead to engagement with other activities led by sports lead.</p> <p>School sports lead modelled high quality teaching and is available for talking through ideas and next steps</p>	£4,783.00	<p>Increased children's likelihood of attending training and trying for teams., increased confidence alongside increased engagement. Children in Years 3 and 4 audibly anticipating engagement in UKS2.</p> <p>PE teaching now of higher quality. Teachers report increased confidence.</p>	<p>Children in Year 5 in particular are now eagerly anticipating the role of sport's leader, their confidence and engagement will have direct impact on the experiences of children in lower year groups.</p> <p>Ongoing employment of sports lead ensures expertise continues to be available to staff</p>

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation - 15%
School focus with clarity on intended impact on pupils	Actions taken to achieve	Funding allocated	Evidence and impact	Sustainability and next steps
<p>KS1 pupils sometimes lack access to range of sports. Early engagement identified as more likely to have a positive impact on lifetime activity levels</p> <p>Limited active play options are scaffolded outside of organised sports</p> <p>More children to engage in sport's events</p>	<p>During lockdown children in all year groups were given access to a range of age appropriate sport's equipment and ideas. Planned cricket activities for KS1 cancelled owing to pandemic</p> <p>A range of games/activities, supported by resources and teacher time has been invested in playtime games</p> <p>Children in Year 5 actively encouraged to join sport's teams.</p>	£3,000.00	<p>Children talk positively about coaching experience.</p> <p>All children in school during lockdown experienced increased opportunities for physical activity.</p> <p>Children report positively on playground games and levels of independent play have increased. Overall levels of activity during playtimes are felt by staff to have increased.</p> <p>Children in LKS2 anticipate being part of sport's teams.</p>	<p>Familiarity with sports lead increases likelihood of children engaging in other activities run by her as they progress through the school</p> <p>Ongoing investment in equipment, regular reminders of games that can be played, including ensuring younger year groups are involved as they progress through the school</p>

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation - 15%
School focus with clarity on intended impact on pupils	Actions taken to achieve	Funding allocated	Evidence and impact	Sustainability and next steps
To increase the involvement of a wider spectrum of children in formal sport's events, especially those who have in the past been reluctant (Girls, SEND)	<p>Whilst aiming to field strong competitive teams, we have made a conscious effort to give a proportion of children who have not previously represented the school and those with SEND the chance to do so.</p> <p>Girls tournaments/teams to increase participation for girls</p>	£2,930.00	<p>The school participates in virtually every Witney school's sports competition and have progressed to the county level finals on many occasions.</p> <p>More children have opportunity to compete and to experience benefits of working as a team and success</p>	<p>Continue to engage in league activities</p> <p>Using whole school feedback opportunities to share successes of increased number of pupils has positive impact on the desire of younger children to be engaged</p> <p>Largely self-sustaining as children experiencing this in Year 4 want to continue to experience as they move through to the end of Year 6.</p>