

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

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.

| Key achievements to date until July 2019: | Areas for further improvement and baseline evidence of need: |
|---|---|
| <ul style="list-style-type: none"> National recognition of engagement with competitive school sport, physical education and leadership opportunities through attainment of School Games Mark Bronze (2013-14), Silver (2014-15), Gold (2015-16) Gold (2016-17) Gold (2017-18) Gold (2018-19). National recognition of commitment to school physical education and sport through attainment of Youth Sport Trust Silver Quality Mark (2017-19). Local recognition of best practice in physical education and sport through attainment of Yorkshire Sport Foundation Centre of Sporting Excellence accolade. (2016-17) Sheffield recognition of level of participation of the school community in PE, Sport and PA when voted Highly Commended in the Sheffield Primary School of The Year category at the Sheffield School Get Active Awards 2018. Sheffield recognition in the Sheffield School Get Active Awards Nominations, voted winners in the Primary Sports Crew category 2020 Notable successes at Level 3 competitions include: Orienteering and Bouldering. | <ul style="list-style-type: none"> To maintain and develop the profile of PE and Sport within school though engagement in PE, Sport and Physical Activity initiatives both inside and outside of school Continue to support staff with curriculum delivery and provide CPD to enable them to continue to drive the impact of PE and Sport in school alongside the PE Lead. To continue to work with local networks and partnerships to ensure that the school stays in touch with all new developments both local and national. Continue to identify most vulnerable/inactive children in school in terms of physical activity and ensure they have opportunities to take part in clubs, activities and competitions. Continue developing a curriculum that actively promotes wellbeing & healthy mind for pupils in line with "Secrets of Success" (our school ethos linked to YSTs personal best) To continue offering pupils the opportunity to represent school in local festivals and competitions (once it is safe to do so). To continue to develop cross-curricular learning for PE with the rest of the curriculum. |

| | |
|---|---|
| Meeting national curriculum requirements for swimming and water safety. | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. | 65% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 85% (Data only provided for 2 of the three groups. With three groups this drops to 57%) |

| | |
|---|---|
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 84% (Data only provided for 2 of the three groups. With three groups this drops to 56%) |
| 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 pupils today and for the future.

| | | | | | |
|--|---|-------------------------------|---|-------------------------|---|
| Academic Year: 2019/20 | | Total fund allocated: £19,510 | | Date Updated: July 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: |
| | | | | | 20% |
| 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: |
| 1. Pupils targeted to attend sensory circuits if it's felt that the movement sessions would benefit their start to the school day and their general health and well-being. Pupils attending are not only active during the session but the session allows them to get prepared for the day ahead and exhibit a 'ready to learn' attitude after attending these sessions. | 1. Sensory Circuits Morning club Movement sessions & mindfulness organised before school club for small groups of identified children who have specific needs. Circuits, which have been specifically designed to meet their needs and enable them to have a more successful day. | | 1. Collect data of those children attending and look to target least active with other interventions. <i>Impact – class teachers and children self-reporting demonstrates a clear positive impact on identified children.</i> E.g. better communication with other adults, less reliance on adults for help etc. Pupils changed termly/half termly after review to see further impact on start of the day routine. | | 1. Identify other children (particularly new cohort for 2020/21) who would benefit from the club. Continue to run S.C. 5 days a week to help support pupils who are targeted to engage with a consistent routine. |
| 2. The role of activity in promoting pupils' health and well-being as well as their ability to concentrate and engage effectively with academic | 2. Active afternoon breaks Every afternoon pupils go outside to undertake an active break for 15 minutes | | 2. Breaks are provided daily. This allows pupils to meet half of their 30 minute target and is a whole school activity so that 100% of | | 2. Active afternoon breaks continue to be non-negotiable for all class teachers. Equipment and resources to be |

| | | | | |
|---|--|--|---|--|
| <p>lessons, is of paramount importance and its value is acknowledged within school. By incorporating regular active breaks and encouraging staff to develop more active lessons will support pupils' readiness to learn, their concentration and behaviour.</p> <p>Before school clubs, active Lunchtimes and after schools clubs also add to the menu of physical activity that supports the achievement of this target.</p> | <p>3. Active Lessons – Continue to encourage the use of active lessons to support learning in lessons.</p> <p>4. Active lunchtimes -supported by training and implementation of play leaders, active play equipment library.</p> | | <p>pupils achieve this daily. A variety of activities and equipment is available to enable this to happen. (If class is unable to get outside e.g. severe weather, Go-Noodle etc. used as an alternative) <i>Classes who are using breaks report an increase in the childrens' physical; activity compared to unstructured playtimes.</i></p> | <p>maintained and built up to provide variety and maintain enthusiasm. Build up a menu of PA options for CT's to use. Email CT's to highlight the statutory requirements to provide 30 minutes of PA each day and the positive benefits PA has on chn.</p> |
| <p>5. Lunch Clubs/After School Clubs (internal/external) allow pupils to</p> | <p>5. Monitoring of club and activity data-to identify least active</p> | | <p>3. Pupils are more engaged and motivated and indicate that these lessons are enjoyable because of the activity levels required.</p> <p>4. Data collected to identify attendee's. <i>Impact – change in morning break rota to class time on MUGA has resulted in greater participation, especially amongst girls. In addition chn being active through structured play during lunchtimes has resulted in decrease in behaviour issues during lunch reported through our Midday Supervisors to staff.</i></p> <p>5. Collect data of PA, club and competitive sport</p> | <p>3. Encourage staff to continue to include active lessons into planning as much as possible. Continue making cross-curricular links to allow active lessons to be linked into PE lessons.</p> <p>4. Extend the range of activities available to children with resources to support. Thursday continued to be reserved as a day for Girls from any age group to use the MUGA exclusively.</p> <p>5. Regular termly review meeting between PE lead</p> |

| | | | | |
|---|---|--|---|---|
| <p>explore a variety of sports and activities. These clubs should provide enjoyment for the sports/activities that are available. These clubs also may also provide skill acquisition and development, which can help with pupils participating in competitive sport for Hunter's Bar School.</p> | <p>cohort and develop intervention strategies to engage in regular physical activity as well as providing further enjoyment and training for pupils.</p> <p>Lunch Clubs: Dodgeball-Tues-75+ different participants over 2 terms Just Dance-Weds-81 different participants over 2 terms Running, -Thurs-56 different participants over 2 terms (3 lunchtimes) Gymnastics -ran for 1 ½ terms 1 term on a Monday Lunchtime with ½ term Y3-6 in preparation for the competition.</p> <p>Handball -16 pupils-½ term-Sport placement student M.Ellis helped with running of club. Disrupted due to Covid-19 situation</p> <p>Tennis –Tues (18)-Hallamshire Squash –Weds (25)-Hallamshire</p> <p>Afterschool clubs:</p> <ul style="list-style-type: none"> Basketball 1 term (Y3-6, 25 pupils) | | <p>participation. Identify those who are least active. Focus group discussions / questionnaires to identify barriers to participation. Develop intervention strategies for target chn.</p> <p><i>Impact – success with clubs run by children – Jammy Dodgers with excellent take up from whole school and sustained membership. 72% of pupils participated in extra-curricular clubs in 2019-20.</i></p> <p>Numerous lunchtime clubs and activities (Basketball, Football, Play-Zone, Skipping, Flag football tasks, APEL equipment etc.) were provided for a range of pupils. A broad variety of activities was offered to encourage a diverse groups of pupils to engage. Clubs were well attended and the range of pupils attending was great.</p> | <p>and Head teacher to report data and identify those least active and focus group chn to monitor engagement. Sports Tracker to be used to identify pupils who participate in Sport outside of school who can be used as peer mediators/potential helpers within Sports Clubs for their interests.</p> <p>Continue to offer a range of lunchtime activities that engage a variety of pupils. Monitor attendance at clubs and target pupils that do not attend with suitable activities. Use sports council to potentially discuss and offer new lunchtime clubs and experiences for pupils.</p> |
|---|---|--|---|---|

| | | | | |
|--|---|--|--|---|
| <p>6. Pupils being able to have more of a voice and influence on all aspects of Sports (PE, PA, activities-Lunch/breaks, Clubs, Sports Teams etc.) within HBJ. This is to make sure that Sport is upskilling but is also enjoyable and inclusive for all pupils.</p> | <ul style="list-style-type: none"> Football-SWFC (Y3-6, 26 pupils) Multi-Sports-SUCF (Y3-6 19 pupils) All year) Hockey-Y3-6-1 term (Y3-6, 17) (Coach travelled to Australia) <p>External clubs:</p> <ul style="list-style-type: none"> Yoga (21) Karate (17) <p>Held in the school hall</p> <ul style="list-style-type: none"> Wildcats (24 pupils-4 from H.B.I) <p>Held on the MUGA</p> <p>6. Sports Crew –Enhanced captaincy and vice captains roles (trialled in Football), Sports Council (12 pupils all Pupil Premium-1 for each class), Equipment Organisers (5-Y5's 1-Y6), Play Leaders (Y6-20), Peer-mediators (Y6-20), Lunch Time Clubs Ambassadors(Y5-6-11), Awards Night Organisers (Y6-specialist pupil coaching: Basketball (1-Y6 pupil), Netball</p> | | <p>After school clubs were regularly scheduled to support the 30 minutes of exercise per day recommended for pupils within school. This gave pupils an additional opportunity to engage in physical activity and stay active throughout the day. Pupils staying at the club (36%) were able to maximise their 30 minutes 'out of school' activity target.</p> <p>Certain external groups utilise the school facilities after school to offer sports clubs and activities. This allows pupils to continue their physical activity interests beyond the school day enhancing their daily amount of physical activity. This fosters the idea of activity that takes place in the community and helps pupils to make the connection and access community provision due to the familiarity of the venue.</p> <p>6. The structure of the Sports crew has allowed pupils to have a significant impact on the PE/Sports provision delivered at HBJ. This has been in lessons, competitions/matches against other schools, break and dinner times or generally helping to keep the school tidy and the equipment in a good state reducing any issues or injuries that could occur. Due to the</p> | <p>Continue to offer a wide range of sporting opportunity during extra-curricular clubs</p> <p>Continue to encourage external provides to provide activities on school premises. Promote/advertise that female pupils from Hunters Bar Infants are welcome to take part in the Wildcats sessions.</p> <p>6. Captaincy roles to be continued and rolled out throughout all teams with training and structure applied to allow teams to make their own decisions for the benefit of the whole team due to the success this year. Specialist coaching by pupils to be continued as this gave pupils a chance</p> |
|--|---|--|--|---|

| | | | | |
|--|--|--|--|---|
| | <p>(3-Y6 pupils), Football (2-Y6 pupils).</p> | | <p>initial training and CPD, they have all been vital in the tasks they did and the high standard to which they performed them due to understanding of expectations for their roles. 48% of Y5-6 took on a leadership role throughout the year. Sports Councillors give feedback directly after each lesson. This has allowed the PE Lead to check if the “Learning Question/Objective” for the lesson was understood and also allowed them to talk about what they or others liked or disliked and be able to suggest any changes they would like to see.</p> <p><i>Impact –The development of the captain’s role was trialled and worked brilliantly. Their peers in a blind vote picked captains for both their ability on the pitch and in the classroom. Y4 & Y5 both won competitions/leagues and B teams were comprised of a mix of player’s not just “weaker players” as decided by the captains themselves. Y6 captains mentored Y5 captains and coached the Y5 in a Y6 Futsal tournament in which they came 3rd.</i></p> | <p>to mentor and coach younger pupils as well as support them at tournaments. Sports Councillors to be selected by class teachers for the new Y3 pupils. Continue to promote and develop roles within school to allow pupils to have more influence over their Sporting activities. Document and discuss any problems in certain areas to allow the pupils to problem solve and act in a professional way helping to develop their understanding of their role within school.</p> |
| | <p>7. Communicate National message Regular key health messages shared with parents through; school website, twitter, sports</p> | | <p>7. Increase awareness across school community as to the important role that physical activity has on health,</p> | <p>7. Continue to include physical activity messages through coffee mornings (already established).</p> |

| | newsletter | | <p>wellbeing and attainment. <i>Impact – parental support for competitions has been strong, enabling events to go ahead. Parental support will also support pupils' development and involvement in physical activity. This will support developing good physical habits for life and may support family engagement.</i></p> | <p>Continue regular health message updates through school communication messages i.e. twitter, Facebook, website, newsletters</p> <p>Other possible approaches to consider:</p> <p>8. Purchase more equipment and introduce home learning bags / resources for more pupils to access. Rolling programme across the year for all year groups/all least active. Home learning bags could be linked to key curriculum areas or personal challenges. Monitor involvement of pupils in whole school extra -curricular offer.</p> |
|---|--|--------------------|--|---|
| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | | | | Percentage of total allocation: |
| | | | | 15% |
| 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>PE and Sport at Hunters Bar has always maintained the profile of PE and Sport throughout its daily life. The Head teacher is passionate about the positive role that PE, Sport and physical activity has in the lives of pupils at its school. The school has a designated PE lead that develops PE and Sport initiatives across school and supports and mentors teaching and support staff to assist them in their delivery. Membership of Points Learning Network and attendance at local meetings and events continues to ensure that PE, Sport and Physical activity are key elements of the school's daily life and permeates life at school. The implementation of the sensory circuits scheme to assist with whole school improvement.</p> | <ol style="list-style-type: none"> 1. PE Resources-updated in line with National Curriculum but also to reflect HBJ school ethos (Secrets of Success) 2. Secrets of Success-Our School Ethos encouraging chn to try their hardest in every lesson and activity that they take part in. Set challenges in PE lessons and record data for chn to try to set and beat their own PB's. Built into our Gem rewards system 3. British Gymnastics Partner | | <ol style="list-style-type: none"> 1. PE resources updated with new material and new equipment has been bought e.g. skipping ropes, which have been used in lessons and during breaks /lunchtimes. Staff feedback especially positive for new Gymnastics and Dance schemes, which were very inclusive for boys in their class who had more positive experiences than previously. 2. Emphasise characteristics such as resilience and creativity etc. Chn to demonstrate a desire to do their best with all lessons and tasks set. In addition, Chn have a greater understanding of target setting and putting strategies in place to achieve those goals. <i>Impact – in classes where this has been trialled; teachers report a good understanding from children as to the concept of “personal best” (linked to YST). Teacher’s report there have been many occasions where this has been relevant as a strategy to improve the quality of outcomes.</i> 3. More focus on building | <ol style="list-style-type: none"> 1. Continue to share resources with staff and continue Staff CPD to help them feel comfortable to use. Remind them of location within our network/school to help them have access to implement in lessons and continue to update as new resources become available. 2. Achieving Secrets of Success help chn recognise their individual’s achievements and progress within PE and sporting activity. Chn choose what they feel they may have achieved and set a new target to aim for. 3. Continue to raise the |
|--|--|--|---|---|

| | | | | |
|--|---|--|--|--|
| | <p>School-Became a partner school in 2019 and new gymnastics curriculum linked to physical literacy scheme of work we already use.</p> | | <p>gymnastics/movement skills from lower KS2 linked to the lunch club we had allowed pupils to have the confidence to compete in the KS2 gymnastics competition at EIS in Jan 2019.</p> | <p>profile of gymnastics in the school and link to a gymnastics club outside of school to allow pupils to further their enjoyment and upskill themselves.</p> |
| | <p>4. Network-Continue to retain membership of Points Learning Network and to attend key meetings and events.</p> | | <p>4. Membership of Points Learning Network has ensured that the PE retains its profile within school. The coordinator stays up-to-date with national initiatives and receives regular updates from Points LN. Good practice and networking is a key art of the network.</p> | <p>4. Retain the existing level of profile by ensuring that the PE Lead stays up-to-date with national initiatives and retains membership of local and national networks / organisations, so that the school can access the latest information.</p> |
| | <p>5. Physical Literacy-Focus on Physical Literacy underpinning our Schools Physical Education Curriculum.</p> | | <p>5. All class teachers with PE lead to engage with physical Literacy and linking skill development to all classes.</p> <p><i>Impact – each class teacher looking for specific skill development in activities.</i></p> <p><i>Feedback discussed with PE Lead to look at development and next steps</i></p> | <p>5. More resources created to provide variety of activities and maintain engagement. Create/find videos to help demonstrate to pupils how movements may look to give attempts that are more successful and reduce injury. Enable staff to understand not all pupils may reach this “standardised” way of movement to be successful e.g. sprinting technique may not be smooth but pupil may still be naturally quick with their own technique.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--------------------|---|---|
| | | | | 30% |
| 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>Support staff with training and up-to-date developments to ensure that all staff are confident to deliver lessons effectively and are aware of new developments in the subject area.</p> <p>The PE Lead will continue to engage with local and national developments and engage with relevant networks and groups to ensure that he is fully informed about the requirements of the Sport Premium Plan.</p> | <ol style="list-style-type: none"> PE network- PE lead came to meetings early September to February. These included the Sheffield Primary PE conference, Points Learning Network Meeting and the PE and School Sport Engagement group meetings at Learn Sheffield. CT- CPD programme- Upskilling of staff has been developed through continued supported work between the PE Lead and the teaching staff at the school. The PE Lead works alongside staff to assist in their subject knowledge and delivery of PE and Sport. | | <ol style="list-style-type: none"> Attendance at various meetings, groups and conferences has ensured that the PE lead has continued to stay up-to-date with current initiatives and preferred practices. This has ensured that the school is offering its pupils a range of appropriate PE, Sport and physical activities that are in line with the recommendations for the Sport Premium spend. Staff continue to be supported and are able to work alongside the PE lead to develop their own confidence and skills in PE and Sport delivery. 100% of teachers receive in-class support from PE lead and 100% of pupils receive lessons that are either supported by the PE lead or directly led by them. PE lead has sourced and helped provide matching sports kit. Teachers modelling the same kit as the PE lead has helped to raise the importance of wearing the right PE kit to pupils. Age appropriate spare PE kit bags | <ol style="list-style-type: none"> PE lead continues to work with local networks to ensure that he is aware of new guidance and suggested recommended practices. New teachers to benefit from mentoring CPD programme. Existing teachers continue through transition of supported lessons towards independent PE lessons with periodic feedback and development opportunities. Staff audit is undertaken to assess staff confidence and perceived competence. Staff are directed to |

| | <p>3. External/Internal Staff CPD courses-</p> <p>Sainsbury's Inclusion training-KM, TH FA Primary Teachers Award-CF, ME (student teacher) Skipping School training (Lunchtime Supervisors & pupils)</p> | | <p>were also sorted and distributed to all classes and Spare trainers were collected in various sizes and are kept in the hall. This allows pupils who do not have the right kit or footwear to borrow kit and still be able to participate.</p> <p>3. Staff continue to be supported and are able to attend CPD to develop their own confidence and skills in PE and Sport delivery. This has led to staff leading PE lessons to put into practice what they have learned on their courses and through the PE lead. Skipping School training delivered to lunchtime supervisors and Play leaders from Y6 (20) as well as Y5 pupils (5) recommended for play leaders in Y6. Playleaders performed in whole school assembly to show what they had learnt. This training and assembly combined with the purchase of new skipping ropes saw an immediate increase in skipping activities during break and lunchtimes.</p> | <p>appropriate CPD to support their development. PE lead to support areas of need and to provide inset and 1-1 support as necessary.</p> <p>3. Continue to provide CPD for staff to help them continue to upskill themselves with a wider benefit for children within HBJ. Continue to provide training for Playleaders to allow them to have the understanding of skills and techniques, which can then be taught to their peers.</p> |
|--|---|--------------------|--|--|
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 15% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about | 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 | Sustainability and suggested next steps: |

| what they need to learn and to consolidate through practice: | | | changed?: | |
|---|---|--|--|---|
| <p>Additional achievements: Pupils at this school receive a broad and balanced range of activities that supports their development. The curriculum is suitably broad, underpinned by Physical Literacy skills and enables for progression within an activity. Extra-curricular activities provide additional breadth and diversity.</p> | <p>1. Curriculum & Extra Curricular</p> <p>Curriculum – Physical Literacy, Gymnastics, Dance, Swimming, Games (netball, basketball, football, Flag Football, cricket, tennis, and athletics).</p> <p>Extra-curricular – Football, Wildcats (girls only football)*, orienteering, sensory circuits, rackets, basketball, dodgeball, gymnastics, bouldering, yoga*, squash, karate*, tennis, multi-sports* and x-country.</p> <p>*Out-of-hours provider</p> <p>Residential Thornbridge: Y6 (83) Orienteering, Low and high ropes, bouldering, archery. Thornbridge Challenge – caving, team</p> | | <p>1. Providing a good breadth of activities allows pupils to experience and develop a range of activities within the curriculum. Sufficient time within the curriculum is provided to allow pupils to make sufficient progress on each activity. Pupils wishing to develop these activities further or try out their skills are able to attend clubs or festivals / competitions.</p> <p>Clubs based at the school and organised by the school provide additional opportunity for pupils to try different activities. Evidence is collected from monitoring and intervention groups.</p> <p><i>Impact –Usmaan Akhtar from SUCF ran our Multi-Sports AS club. He also developed a great relationship with all pupils but especially boys of a similar Asian ethnic background during Y6 PE lessons he assisted with/lead. These Y6 boys responded very well to him and he encouraged these boys especially to think critically about their actions and gain confidence in leadership amongst their peers.</i></p> <p>This is further developed at the 2 residential trips per year where the entire year group from Y6 and Y4 are given the opportunity to try different, more specialised activities.</p> | <p>1. Continue to monitor curriculum content and delivery to ensure that pupils are able to progress sufficiently in each area. Continue to monitor success / uptake of extra-curricular offer and make necessary adjustments. Continue to provide additional activities at residential trip to widen experience. Use Sports Council to suggest at least one different activity in 2020/2021</p> <p>Investigate the impact that coaches from different Ethnic Backgrounds (<i>Ethnic Minorities rather than BAME/BME which may not include White ethnic minorities e.g. Roma, Gypsies, Irish travellers etc.</i>) could have on inspiring pupils from a similar ethnic background to take on a similar role.</p> <p>Castleton: Y4 moved to Y5 summer term due to Covid-19 situation. Walking and team building will be promoted through this residential.</p> |

| | | | | |
|--|---|--|---|---|
| | <p>building.</p> <p>2. MUGA activities led by Teaching Assistants to provide range of school games activities</p> <p>3. Virtual Sports Day-We provided a Virtual Sports Day over 4 days for our students, to replace our traditional Sports Day (cancelled due to the Covid-19 situation). The training videos provided and 8 Challenges were linked to testing that we do at the start of the year and to our physical literacy curriculum. The Virtual Sports Day idea was used to help create the Points Learning Network-Network Games at home, which was featured in the Sheffield Star Newspaper in May 2020.</p> | | <p>96% of the Year 6 pupils took part in residential trips this year.</p> <p>2. MUGA activities are structured to provide maximum attendance by a range of target groups and compliments the extra-curricular offer and other lunchtime activities available.</p> <p>3. Data was collected from 506 different entries across the 8 challenges. These came from 113 different children (32% of the whole school) and 13 different staff members across 7 active challenges (Gem Family Snaps was a non-active challenge). <i>Impact – Training videos were provided a month before the event to give children an opportunity to practice different skills for challenges. Our VSD allowed the pupils to participate in specific physical activities (in addition to resources provided on our school website) in the lead up to and on the days of the event. 113 pupils were able to have the experience of a Whole School Event from home and in school (for our key worker's children).</i></p> | <p>2. Continue to deploy TAs to complement / enhance the provision of structured sporting activities and opportunities available to all groups of chn.</p> <p>3. Discussions have already taken place with the Head Teacher/Deputy Head about potential to run another VSD in the next academic year. This would be not in replacement but alongside our traditional Sports Day. Potentially we'd look to incorporate the ability for parents to participate as well or do a parents & staff vs children event.</p> |
|--|---|--|---|---|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|--------------------|---|---|
| | | | | 20% |
| 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: |
| Pupils at Hunters Bar Juniors are afforded considerable opportunities to take part in festivals, intra and inter school competitions and events. The school aims to give as many children as possible the chance to take part in suitable opportunities that give pupils a sense of pride and identity. This is intended to also teach the skills and qualities of working cooperatively in a team, experiencing success or disappointment and developing resilience, all essential life skills. | <p>Inter School Competitions The school entered the following competitions during the academic year:</p> <ul style="list-style-type: none"> • Orienteering (24 Y3-6) • Boulderling (18 Y5/6) • X-Country (35 Y3-6) • Table Tennis (6 Y5-6) • Badminton (13-Y6) (10-Y5) • Gymnastics (23 Y3-6) • Netball (10-Y3-4) *14 girls Y3-6 played in a private match against Westbourne • Basketball-Hotshots (9-Y5) • Sports Hall Athletics (20 Y6) • Football (58 Y3-6) *37% girls <p>Intra-School Competitions Activities included are :</p> <ul style="list-style-type: none"> • Football (autumn) • Mini-Olympics • SWFC Multisports Festival (SEND) 19 <p>Monday 3's Tuesday Y4's Wednesday Y5's Thursday Girls only Friday Y6's</p> | | <p>Offering a range of activities has enabled the school to engage a large proportion of its children in some form of appropriate competitive activity. The school recognises that not all children thrive in highly competitive environments and thus tailors its offer accordingly. As well as entering very competitive events it also provides an intra-mural format, which can be less 'threatening' and more appealing to less confident children. It offers alternate events such as the Multi-sports festival and individual team matches against other schools where pupils can perform at their own level without fear of letting the team down. It also makes special provision for SEND pupils by ensuring all activities and sports are inclusive to allowing 'safe' environments to take part and develop their skills. The 'Playzone' is another area where pupils can go to enjoy physical activity away from the busier playground environment..</p> <p>In total during Sept-Mar 70% of all children (249 different pupils)</p> | <ol style="list-style-type: none"> 1. Continue to enter SFSS and School Games competition events. Provide opportunities for more pupils to engage with competitive sport through entry and careful selection of targeted cohorts i.e. SEND, PP, least active. 2. Look out for local partners providing further opportunities for chn to compete. 3. Continue to provide travel to certain tournaments allowing pupils' access to competitions that they might not have been able to attend previously due to parental commitments etc. 4. Engage Y5 pupils' to prepare for taken responsibility during next academic year. 5. Monitor more closely those that do and don't take part in any |

| | | | |
|--|--|--|---|
| | <p>Every day one year group have a competition on the MUGA. This involves on average 20 pupils. The 'Playzone' is available daily for SEND pupils to take part in a mixture of activities. This involves balance / coordination activities and catching and throwing activities. This is run by TAs.</p> | <p>engaged in extra-curricular activity throughout the year (49 : 51 girls : boys split) 38% (135 different pupils) took part in an inter-school competition or match during the year (49.6 : 50.3 girls : boys split). An estimated 22-25% regularly take part in the intra-school competitions. Teachers have reported that some children who have taken part in competitions this year for the first time have shown more enthusiasm in PE lessons and activities due to their positive experiences.</p> <p><i>Impact- The split of boys-girls taking part in extra-curricular sport and competitive situations is much closer than last year. Initiatives such as making HBJ a Wildcats centre has provided girls with regular opportunities to play football and take part in organised sessions in a fun and engaging environment. The all-female environment amongst friends, key to nurturing the girls' passion for football, has already given two girls the confidence to take the next step on their footballing pathway: club football.</i></p> | <p>competitions / festivals throughout the year and consider how to engage these going forward.</p> |
|--|--|--|---|