

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2023

Commissioned by

Department
for Education

Created by



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**BRAMLEY SUNNYSIDE JUNIOR SCHOOL
SPORT FOR ALL**

**SPORTS PREMIUM IS USED TO DEVELOP AND EMBED
THE JOY OF SPORT INTO OUR
CURRICULUM DESIGN AND DELIVERY.**

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£-30
Total amount allocated for 2020/21	£19,500
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,277
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£14909.60

Swimming Data

Please report on your Swimming Data below.

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. Please see note above	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	90%
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 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: 2020/21		Total fund allocated:	Date Updated:	Percentage of total allocation:	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>				%	
Intent	Implementation		Impact		
<p>We promote active lives, active minds with our children so they know the benefits to them. Each day our children take part in active time which is additional to usual break times. Children take part in the daily mile or active play if outdoors. Just dance, cosmic yoga, go noodle or Joe Wicks all weather dependant. This is delivered by the class teacher and learning coaches.</p> <p>We have focused playtimes run by learning coaches and playground leaders for focused fun activities and personal challenges.</p> <p>Sporting games are also held such as football, rounders, cricket.</p>	<p>We hope the impact on our children that participate in this additional physical activity will benefit their mind set and their health and they are able to focus more on their time on task within the classroom.</p> <p>Staff will participate in games and CPD to keep updated on fun activities. Support given by PE lead Miss Phillips and Sports Coach Mr Barlow.</p>	<p>25% of SP £5389</p>	<p>Benchmark questions for children / teachers and after a term impact shows that after children have completed their active 30 they are more settled and ready to be back on task.</p>	<p>Teachers to continue and encourage active lives.</p> <p>Playground leaders to receive training to ensure good practice.</p> <p>Sports coordinator to monitor and evaluate the impact active 30 is having on our children's behaviour and attainment when in the classroom.</p>	

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation: %
Intent	Implementation		Impact
<p>Each week the children receive a 2-hour sport focused PE lessons to increase children's knowledge and skills that are age appropriately targeting the children's ability.</p> <p>We develop fundamental skills and fitness within each session as the children's warm up, building on existing skills and developing new skills with high expectations of each child to achieve their best potential. Assessments take place to group the children so lessons are appropriately differentiated.</p>	<p>Each session PE lead and sports coach discuss with Learning coaches, expectations of their role within the session.</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>We keep regular contact and engage in as many events as possible.</p>	<p>25% of SB/BB</p> <p>£9429</p> <p>Cost of equipment</p> <p>£91.60</p>	<p>The focused PE sessions that are now differentiated into abilities have had a significant impact on the dynamics of lessons. Our G&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 defence 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</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>

<p>We also hold additional inclusive PE sessions to include SEN, PP and less confident children to increase children's confidence.</p>			<p>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>	
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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>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&A session.</p> <p>Use responses from Q&A to plan for next steps.</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>Up take of afterschool clubs, we have 60% more children taking up a sporting clubs.</p> <p>Children were happy to share their success with their families and peers. We have great feed back from the parents.</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>
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<p>We also hold sessions within the classroom learning about the body – bones, muscles etc and what they need to be able to function in the desired way and what food and drink we need to provide us with enough energy to grow and be healthy.</p> <p>We work alongside RUCST who have come into school to deliver ‘the joy of moving program’ where they are classroom based to learn different aspects of the body, mind and sport then go of the classroom and play team games.</p> <p>We also link with RUCST to deliver other cross curricular sessions, such as ‘Show racism the red card’ ‘safety on the rail’ ‘Banter v’s Bullying’ ‘inflatable days’.</p> <p>We are this year pushing to promote girls in sport. We have introduced an afterschool clubs for girls only which is starting to grow each term. We split the boys and girls in some sessions such as hockey and football.</p>			<p>Children understand the importance of eating healthily and being active.</p> <p>The children really enjoy working with the Rotherham United trust. They also get a broad range of knowledge of life skills.</p> <p>Confidence in the girls has grown significantly, we have girls requesting to take part in tournaments that have never wanted to in the past and we have more in the afterschool clubs. The girls are also enjoying their separated sessions as they are getting involved in each activity and you can see they are more confident.</p>	
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Sports Presentation to celebrate the children's success and achievements through the year.	Organise the sports presentation including nominations / prizes etc. Ensure communication between all parties maximises the impact of the event.			Build on our sports presentation to include more guests that have a sporting back ground/career. Bigger venue.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>Staff voice to ensure current practice is good and staff are confident in what they are teaching.</p> <p>We use our sports coach and PE lead to implement the lessons and filter the CPD to our staff. Each term a teacher will be part of the PE teaching team to enhance their knowledge of PESSPA in school and build on relationships with children in a different environment.</p> <p>Children's voice to gage the children's needs and interests.</p>	<p>Annual / staff questionnaires to be used as measures to mark improvement.</p> <p>Termly meetings to discuss aspects of PE; assessments, groups, planning, sporting events, tournaments.</p>		<p>Staff deliver high quality PE sessions.</p> <p>Regular high success rate at learning community tournaments.</p> <p>Children are engaged in PE lessons, behaviour is good throughout sessions. Gaps in development and ability narrower between groups.</p>	<p>Teachers to attend and teach termly sessions.</p> <p>Regular conversations observations, assessments with staff and children.</p> <p>Staff to attend regular CPD opportunities.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
Intent	Implementation	Impact	
<p>Additional achievements: We deliver a full curriculum of sport: Swimming, football, tag-rugby, basketball, netball, athletics, hockey, gymnastics, tennis, orienteering.</p> <p>We also offer alternative sports Table Tennis, boxercise, Cheerleading, Cross country, Dance, Mat ball, team building games, cycling and scooter training and quidditch!!</p> <p>Inclusive sports shuffle ball, bowling, boccia and golf.</p> <p>The aim is to give children a taste of a range of sports.</p> <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>Staff to continue developing the sports we deliver and bringing new inventive ideas together in meetings and reviews.</p> <p>CPD staff to continue to attend courses to keep up to date with current practices.</p> <p>Bring athletes/clubs into school to give the children first hand experiences.</p> <p>Keep involved in specialist days eg. Table tennis days.</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>		<p>Bring athletes/clubs into school to give the children first hand experiences.</p> <p>Keep involved in specialist days e.g. Table tennis days.</p>

Key indicator 5: Increased participation in competitive sport Percentage of total allocation:
%

Intent	Implementation	Impact
<p>We want all our children to be able to access competitive sport. We take part in our learning community school tournaments with our feeder secondary school. These are mainly focused at our gifted and talented children who compete at a high standard and are able to progress to represent Rotherham, then South Yorkshire in the school games final.</p> <p>Promotion of girls in sport.</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>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>We also host our own tournaments where we invite all the surrounding schools to come and take part in different levels of ability competitions to give a wider opportunity to all</p>	<p>Focused PE sessions that are grouped to support development of each child.</p> <p>Girls only afterschool sport clubs. PE sessions girls only</p>	<p>High success in all</p> <p>U11 Primary stars Football Champions. RUFC half time cup.</p> <p>U9 Rotherham Football Champions.</p> <p>Table Tennis South Yorkshire winners.</p> <p>Sports Hall Athletics Rotherham winners - South Yorkshire Finalists finishing 6th.</p> <p>Futsal football winners, EIS</p> <p>RUCST and BSJS Development Fixtures and festivals.</p> <p>We have more and more children competing and feeling proud to wearing our kit and representing our school which has helped with children's self-esteem and confidence to take a risk and put yourself out there and have a go.</p>

<p>children to take part.</p> <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 and hold sporting days that celebrate the sports that are going on around the world, Olympics, world cup etc.</p>			<p>Life skills they will need to succeed in their futures.</p>	
<p>We have resumed our intra tournaments to celebrate our school sports within school with all children as part of the curriculum at the end of each term.</p>				
<p>Signed off by</p>				
<p>Head Teacher:</p>				
<p>Date:</p>				
<p>Subject Leader:</p>				
<p>Date:</p>				
<p>Governor:</p>				
<p>Date:</p>				

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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