**What is the Sports Premium?**

In April 2013, the Government announced new funding for physical education (PE) and sport. This funding has been allocated to all primary schools since 1st September 2013 and is used to improve the quality and breadth of PE and sport provision. Recently the government have committed to funding the primary school Sports Premium up until April 2021 - an investment worth £750 million.

**Purpose of the funding:**

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

Possible uses of the funding include:

∙ Hiring specialist PE teachers or qualified sports coaches to work alongside primary teachers when teaching PE

∙ New extra-curricular sport clubs

∙ Paying for professional development opportunities in PE/sport

∙ Providing cover to release primary teachers for professional development in PE/sport

∙ Running sport competitions, or increasing participation in the school games

∙ Buying quality assured professional development modules or material for PE/sport

∙ Providing places for pupils on after school sport clubs.

Courtney Primary School has been working towards the delivery of high quality PE and school sport provision for a number of years. We have evaluated our current practice and decided on our priorities for 2019/20. The PE and sport funding will be used to meet these.

For the 2020 -21 financial year, Courtney Primary School will receive £17,473 Sports Premium.

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| **Academic Year: 2020/21** | | **Total funds allocated:** 17,473 | **Total expenditure** £18,446 |  | **Date Updated: December 2020** | |
|  | ***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. This has become even more essential following school closures March - September 2020.* | | | | | |
| School focus with clarity on intended **impact of pupils:** | | Rationale for choice: | Milestones to achieve: | Impact and evidence | | Funding Allocated: |
| Provide opportunities, outside of National Curriculum lessons, for all children to participate in a range of physical activities. | | Break and lunchtime are the two times of the school day that offer pupils the greatest opportunity for physical activities. The school wants to maximise the number of children who are physically active at this time and the breadth of activity options available to them. In order to do this, the school will:  Maximise the use of pupil play leaders (between 12.30 and 12.55 each day) to encourage all pupils to be physically active.  Use a staff play leader to encourage all pupils to be physically active.  Increase the available resources which encourage activity at play and lunchtime. | Sports coach to devise a rota of 12 activities for pupil play leaders to run over the course of the year. (T1)  Sports coach to monitor pupil play leaders at lunch times.(T1-6)  Sports coach to meet with pupil play leaders termly. (termly)  Play LBS to run activities and games, ensure the playground markings are being used and identify new equipment that can be purchased if necessary. (T1-6)  Audit current play equipment available and make new, appropriate purchases.  Sports Coach to lead dinnertime KS2 Courtney K club once a week.  21 Playground barriers purchased so playground can be split into sections allowing for a range of court/invasion games to be played.  Every class engaging in an additional 10 minutes of daily exercise.  Monitoring by PE subject lead ensures every class participates in daily exercise. | Sports lead introduced daily exercise for every class and monitored it by termly sheets that recorded time and activity. In T6 all classes were involved in the ‘Road to Tokyo’ online programme which, as a school, we reached Tokyo. This had a huge impact in the uptake of parental involvement outside of school as well as the children engaging more frequently in daily exercise or with outside activities. The children were excited to see their progress week-by-week and actively asking their teachers to log their exercises.  Play leaders were introduced in term 1 with the year 6’s taking on the role. However, due to Covid restrictions and not being able to mix outside paired year group bubbles they were limited in being able to provide effective impact across the school and having the opportunity to build on their own sporting and coaching knowledge.  Equipment had been distributed to classes due to Covid bubbles. This helped all classes to frequently engage in physical exercise.  An audit was taken in July and October 2021 but new equipment will be needed. New equipment will reflect the new PE plans and activities so that we ensuring that we are providing the best opportunity for the children. New equipment will allow for pupil satisfaction as well as pupil engagement due to there being more of an appealing setting provided for them.  Barriers were purchased for the playground so that the Sports Coach could section off the main playground and lead specific session for the target groups. This happened during term 1 and 2 but then stopped due to Covid. The impact of this was to ensure all children were being supported with their basic skills and having additional opportunities to develop. We also saw a huge impact on the SEN target group and how it positively impacted their behaviour in the playground but also how they were able to cope with different situations. | | Sports Coach Overtime:  £250  Play LBS salary & training £4,100  Playtime active equipment  £1500  Barriers  £931  PA system  £200 |

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|  | ***Key Indicator 2:*** *The profile of PE sport being raised across the school as a tool for whole school improvement.* | | | | |
| School focus with clarity on intended **impact of pupils:** | | Rationale for choice: | Milestones to achieve: | Impact and evidence | Funding Allocated: |
| Promote healthy and active lifestyle through many mediums: sports curriculum, PHSE lessons and science lessons. | | We have really valued the continued support for the CSET partnership, each year it provides us with many opportunities:   * Competitions – School Games levels 1, and 2 * Training opportunities for staff * High quality sports coaching * Gifted and Talented and Inclusion opportunities * Network support * Resources   Our PE curriculum would benefit from review to see whether links between the sports coaches’ lessons and teacher-led lessons can be maximised.  Resilience on the management of sports in the school needs to be built as currently all work is undertaken by the sports coach.  As part of the school’s aspiration to be a really healthy school, and in light of the huge popularity of the Courtney K, we would like to consider whether there is scope for daily physical activity for all children. | Courtney Primary School to continue their relationship with CSET school partnerships and maximise it by: (T1-6)   * Using CSET specialist coaches train a sports lead.   Sports coach to refresh Real PE curriculum and provide support to teachers so skills learnt in PE curriculum are practiced in teacher-led sessions. (T1)  The new PE curriculum to be assessed via termly observations and pupil conferencing. (termly)  Maximise the opportunities presented by the change for life programme to promote healthy living and lower BMI in a proportion of the school population. (T5/6)  NQT to shadow sports coach with a view to taking over some of the role. (T 5/ 6)  Evaluate the value of CSET and investigate alternative providers. (T2, 3)  Investigate the feasibility of introducing daily cardiac activity such as a daily mile. (T4) | Sports lead engaged in a CSET leadership development training morning – online due to Covid. Sports lead gained insight into budget, funding and how CSET supports the school. The sports lead was then able to begin planning for inter and intra competitions as we worked towards our Sports Games Gold Sports award. **These competitions were cancelled due to Covid and the award was paused.**  Due to Covid, PE took a stance on ensuring every child was moving and developing skills they had missed/needed these skills largely included team games, ball skills and resilience. Real PE focuses on applying basic skills to multiple situations. After reviewing PE across the school, the sport lead realised many skills were missing such as ball skills, hand-eye-coordination and balance. Therefore, Real PE has been replaced with a bespoke Courtney PE curriculum that focuses on the lost skills due to Covid.  NQT shadowed some of Sports Coach roles with an aim to take over from September 2020.  Other providers were investigated and have since been introduced into school – Progressive Sports. The Sports coach, sports lead and headteacher realised that Sport at Courtney needed more investment as it was an area that parents were less keen to be involved in. The addition of a professional outside company will provide many opportunities such as a variety of sports (archery and golf) as well as professional coaching. By having a professional outside company working with the school, it will mean we have better resources and opportunity to have discussions that will increase the confidence of the staff.  Daily exercise has been used every day by all classes since September 2020 following the first pandemic. This is still ongoing. Pupil voice outcomes said children felt more engaged with their learning after having time to be active. | CSET partnership  £400  Sports Coach Overtime  £100 |

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|  | ***Key Indicator 3:*** *Broader experience of a range of sports and activities offered to all pupils.* | | | | |
| School focus with clarity on intended **impact of pupils:** | | Rationale for choice: | Milestones to achieve: | Impact and evidence | Funding Allocated: |
| Review the quality of extra-curricular provision including:   * Range of activities offered, * Ensure the enhancement and extension of our curriculum provision, * Inclusive practice, * The promotion of active, healthy lifestyles, * Quality of staff providing the activity, * Pupil needs/interests (Pupil Voice), * Partnerships and links with clubs, * Provision for talented athletes. | | The number of children participating in afterschool sports clubs increased significantly last year. We wish to build on this success and increase even further the number of target groups participating and also the breadth of clubs available.  We want to link the skills being learnt in clubs to external competitions so the school can field more teams.  Now participation is high, we want to focus on the substance of the activities to maximise the skills children are acquiring.  Certain target children benefit greatly from booster sessions which are provided over and above the school’s statutory requirements.  The Courtney K and Courtney running clubs have been such a success they should continue to be run. | Sports Coach to offer a range of daily extra-curricular clubs, open for all children in all years and to monitor which children taking part. (T1-6)   * We wish to increase even further than last year, the number participating from target groups : (PP, girls, SEN and now overweight children). * We also wish to increase the breadth of clubs on offer.   Sports coach to draft a comprehensive plan of all the clubs to run for the whole year, linking these to future CSET competitions. (T5/6)  Sports coach to increase the level of skills being taught in clubs and monitor the skills being evidenced. (T 5/6)  Sports coach to shadow Mangotsfield’s sports coach to see different coaching styles and measures to encourage less active children to participate. (T 6)  School to offer booster lessons to targeted children to increase levels of proficiency. (T6)  Courtney K running fundraising to be held in 2020.(T5)  Courtney running clubs to continue in 2019-20 (T5,6)  Gold award achieved through adding two links to external sports links.  One after-school club supported by an external coach/link to a club (T 5/6) | A range of clubs were on offer to children (eg. basketball, football, bike & scooter) these were facilitated in year group bubbles to stay in line with Covid guidance. Clubs were limited for terms 3-4 due to Covid lockdown. Pupil voice outcomes were that bike and scooter were very popular and the register showed it had the most diverse group of children from across the school. The pupil voice outcomes also showed that children were less likely to join a group if they already felt less confident.  A year group Courtney K and socially distanced Sports Day took place in T6 however due to Covid restrictions we were unable to fundraise and no supporters were allowed to attend. However, pupil voice showed they had lots of fun on the activity days and, particularly on Sports Day, enjoyed being with the whole school.  Courtney running club did not continue because there were minimal/no children who wanted to join. Pupil voice comments included that the satisfaction level was not there as it would be with team games and competition.  Gold award was paused by School Games due to the pandemic.  30 children across year 5 and 6 participated in a week intense swimming booster in T6. Some of those children reached their 25m goal. | Sports coach salary  £5,890  Office hours processing clubs 3 x per annum  £75  Overtime sports coach  £250  Swimming booster  £680  Resources clubs  £500  Resources Courtney K  £250 |

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|  | ***Key Indicator 4:*** *Increased participation in competitive sport.* | | | | |
| School focus with clarity on intended **impact of pupils:** | | Rationale for choice: | Milestones to achieve: | Impact and evidence | Funding Allocated: | |
| Provide opportunities for all children to take part in competitive sport: personal achievements, within their houses (level 1 competitions) and against other schools/ tournaments (level 2 competitions). | | The school increased pupils attendance at external competitions last year, particularly in terms 4-6. However, it is still felt the school did not maximise the opportunities available through involvement in CSET.  Similarly, it is felt that target groups could be encouraged to attend more event.  Parents were often unable or unwilling to take pupils to events and it was found that participation increased if the school provided transport and the sports coach accompanied them.  Pupils were sometimes reluctant to compete and it is felt that publicising attendance and successes will encourage children to represent the school and increase their sense of pride.  Some children were very nervous about competing. It is felt that if more competitions are run internally or with close partner schools, this will embolden more pupils to compete and build their resilience.  Due to the absence of a teacher leading sport, the SBM has assumed responsibility for monitoring and reporting on sports premium spending. | Increase even further the number of external tournaments pupils participate in with pupils attending in term 5/6  Sports coach to draft a comprehensive and co-ordinated calendar of competitions for the whole year. (T1)  Sports coach to monitor participation in external events and target vulnerable groups (PP, SEN, girls, overweight children) (T 5/6)  Sports coach to continue to accompany pupils to external tournaments.  School to continue to provide transport to the events to enable pupils to attend. (T 5/6)  Sports coach to work closely with office staff to publicise competitions attended through photos and articles, in the newsletter, on the website and on twitter and in assemblies.(T 5/6)  Start holding intra-school, house competitions to help pupils to build resilience for competition in less familiar surroundings. (T5/6)  Organise an Envision inter-school sports event. (T 6)  SBM to draft sports premium action plan, monitor compliance, review at 6 and 9 months and assisting in drafting termly RAPs. | The sports lead and Sports coach drafted a competition calendar that linked directly to CSET opportunities. **Due to Covid, CSET cancelled these competitions.**  CSET offered competitions for SEN children. These were in process and a Botcha competition was in preparation but was **cancelled due to Covid.**  Early in the term, the sports coach attended and hosted some football matches. The impact was that the children felt they were being supported and they were being coached throughout the game. We saw an increase in sportsmanship and resilience in our children. It enabled the children to play for a purpose with an end goal, linking back to our school aim of resilience and perseverance. The pupils stated they really enjoyed representing the school and hoped they would have more opportunities to do this.  Sport coach worked closely with the office to publicise the events that we were allowed to have before the lockdown and restrictions. The newsletter was used mainly and this had a great impact on the involvement and engagement of parents and children’s participation. During term 6, the Courtney football team engagement saw an increase of girls and some of our target groups. | Overtime sports coach to attend competitions  £700.  Transport external competitions  £1000  Office time to publicise competitions  30 minutes fortnightly  £220  Sports equipment for intra-school competitions & sports day  £1000  SBM time:  £400 | |