



## BOLNEY CE PRIMARY SCHOOL PE AND SPORT PREMIUM STRATEGY 2021/22

This PE and Sport Premium strategy outlines our:

- Key achievements to date
- Areas for further improvement
- Allocated funding
- The school's focus and actions for 5 key indicators.

**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.

**Key indicator 2:** The use of sport activities as a tool for whole school improvement through learning and key competencies and vision characteristic development.

**Key indicator 3:** Increased confidence, knowledge and skills of specialist staff in teaching PE and sport, providing trained staff for succession planning.

**Key indicator 4:** Broader experience of a range of sports and activities offered to pupils.

**Key indicator 5:** Increased participation in competitive sport to increase engagement and confidence in Y2-Y6.

Key achievements to date: impacted by COVID	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"><li>• Very minimal behavioural issues during break time as breaks more structured by Sports TA.</li><li>• Improved times tables knowledge in children targeted by Sports TA.</li><li>• Daily Mile successful. Children actively look forward to participating. Children can link activity to improved mood, positivity and positive impact on focus.</li><li>• Balanced curriculum, teachers and PE coaches teaching range of gymnastics, dance and games across all classes.</li></ul>	<ul style="list-style-type: none"><li>• Further develop Sports Teaching Assistant role to support learning through sport, particularly for children who need interventions</li><li>• Further development of independence of sports crew –Include Year 5 in training to ensure Sports Crew can continue each autumn term after previous Year 6 have left.</li><li>• Sports Ambassador &amp; Sports Crew to develop playground challenges to target and engage more children and to reduce behavioral &amp; friendship issues at break times.</li><li>• Continue to enter MSA competitions and workshops as this has increased engagement and confidence in Y2-Y6</li><li>• Further developing positive and healthy relationships through sport and activities to meet new Relationship and Health Education curriculum.</li><li>• Ensure equipment is available to ensure high quality PE and activities are well resourced.</li></ul>



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PE AND SPORT PREMIUM STRATEGY  
2021/22

<b>Academic Year: 2021/22</b>	<b>Total fund allocated:</b>
<b>Total funds available:</b>	<b>16,920</b>
<b>Spending</b>	<b>Costs</b>
Sports TA	£7500 + £500
Forest Schools	£2700
Supply	£1000
Equipment	£300
Adventure Day (last academic year invoice this year)	£1,500
Dance teacher	£250
Storage container	£1000
workshops/experiences	£1500
<b>TOTAL</b>	<b>£16,250</b>



# BOLNEY CE PRIMARY SCHOOL

## PE AND SPORT PREMIUM STRATEGY

### 2021/22

**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.

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Participating in physical activities during the school day outside of PE lessons.	<p>Ensure 15 mins of walking each day for Y1-Y6 from September (Daily Mile).</p> <p>Identify chn who are less likely to be active at break/lunch time and allocate a buddy to support them to be more active</p> <p>Provide structured activities for children who benefit from this.</p> <p>Ensure Sports Crew offer range of physical activities that are inclusive at break time and lunch time including table tennis club</p> <p>Encourage teachers to take regular breaks from learning to include challenges in school day. Link to whole school PSHE focus, zones of regulation and mindfulness to encourage children to use exercise to self-regulate.</p> <p>Forest Schools sessions experienced by Years 3/4 in Autumn, Years 5/6 in Spring and Year 2 in Summer.</p> <p>Providing opportunities for activity and outdoor learning – including all children in regular activity.</p>	<p>Sports Crew training part of MSA</p> <p>£2700</p>	<p>Embedded part of school day.</p> <p>Children can link Daily Mile to own wellbeing and use as a learning tool.</p> <p>Less likely to be active children taking part in regular activity.</p> <p>Forest Schools provide opportunity for children to develop wellbeing, different skills and an enjoyment of being outside and active.</p>	Year 5 children undergo sports crew training enabling them to continue roles in Year 6 before new Year 5s undergo training.



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## PE AND SPORT PREMIUM STRATEGY

### 2021/22

	Buy storage container for stage and gym equipment to increase space in hall – enabling KS2 in particular to use space more effectively for PE lessons.	£1000		
Key indicator 2: The use of sport activities as a tool for whole school improvement through learning and key competencies and vision characteristic development.				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Physical activity is used to support learning in all year groups, particularly gross motor skills, phonics, spelling, grammar, punctuation and maths, improving learning outcomes.  Key competencies and vision characteristic are developed through	<p>Employ sports TA to support children through engaging, physical activity that is linked to other curriculum areas.</p> <p>Sports TA/PE leader to share active learning strategies with teachers/TAs to ensure more children have access to active learning games in interventions – increasing engagement and improved retention of key skills/knowledge.</p> <p>Teachers incorporate active learning ideas in whole class teaching increasing engagement.</p> <p>Embed active learning in the curriculum.</p> <p>Monitor opportunities for physical activity in other lessons and in intervention groups to ensure consistency.</p> <p>Parents engagement increased through parent workshops focusing on active learning to embed this.</p>	£7500	<p>Children able to use various strategies and games to support their learning.</p> <p>Parents feel supported and able to engage with home learning.</p> <p>Teachers and TAs using active learning and games effectively to support and engage children in their learning.</p> <p>Forest Schools</p>	



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### 2021/22

alternative sport provision.	Forest Schools develop our key competencies and characteristics by giving children opportunities to develop skills in a broader range of activities.  Develop team work and resilience through workshops such as skipping, archery, fencing, hover boarding which have been successful and inspiring in previous years	£2700  £1,500	supports key competencies and characteristics development.  Pupil voice, more resilience	
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**Key indicator 3:** Increased confidence, knowledge and skills of specialist staff in teaching PE and sport, providing trained staff for succession planning.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Pupils are taught by confident, knowledgeable, skilled staff in a range of sports providing progression of skills and challenge, particularly for the pupils who are confident in sport or who engage with a specific sport outside of school.	Send staff in new year groups on courses provided by MSA to address gaps in confidence, skills or knowledge – audit need when MSA CPD programme available. Ensuring quality and confidence of teaching across school. Ensure equipment and resources are available to support teaching of PE and sport. Ensure LTPs are checked and resources are available for teachers when required. PE leader to attend PE network meetings to further develop leadership knowledge.	Supply £1000  equipment £300  Dance coach	Teachers confident to teach the PE curriculum and support, engage and challenge children.  PE equipment and resources available and used effectively to teach the curriculum.  PE leader up to date with locality competitions, CPD, local issues and networking with colleagues in other schools.	



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## PE AND SPORT PREMIUM STRATEGY

### 2021/22

	Teachers observe specialist coaches when teaching KS2 dance, gym and cricket, to further develop skills	£250	Staff more confident teaching specific sports following CPD. Children receiving high quality PE lessons in a range of sports/areas.	
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#### **Key indicator 4:** Broader experience of a range of sports and activities offered to pupils.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Participate in MSA festivals and competitive events. Ensure range of children are given opportunity to represent the school.</p> <p>Provide experiences and different opportunities for children through experience days, workshops and extra-curricular clubs.</p>	<p>Document participation in events and ensure all children in KS2 have opportunity to represent the school competitively or at a festival event.</p> <p>Offer football, netball, dance and karate as extra-curricular clubs.</p> <p>Employ specialist coaches to teach dance, gym and cricket</p> <p>Work with Sussex CC to promote girls cricket</p> <p>Maximise space for sports and activities in the hall – storage solution needed</p>	<p>£250</p> <p>Storage container £1000</p>	<p>All children in KS2 to represent the school at competition/festival and to feel an important part of the school community and success.</p> <p>Good take up of extra-curricular clubs providing lots of children with competitive and extra-curricular sports time.</p> <p>Children experience high quality PE lessons from specialist coaches.</p> <p>PE in hall more organized and allowing for more movement with less space restrictions – particularly for KS2.</p>	



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## PE AND SPORT PREMIUM STRATEGY

### 2021/22

#### Key indicator 5: Increased participation in competitive sport to increase engagement and confidence in Y2-Y6.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sports crew to prioritise engaging all pupils and generating activities that will appeal to a wider range of children.</p> <p>Sports Crew to run activities for morning break and at lunchtime – targeting KS1 involvement.</p> <p>More children have opportunities to compete against other schools and opportunities to develop confidence and leadership.</p>	<p>Sports Crew to arrange rota to ensure every day has activities and leaders</p> <p>Sports Crew and Sports Leader to ensure range of skills and games covered e.g. skipping, running, throwing games.</p> <p>Sports Crew and supporting staff to actively seek out children to get involved and promote participation at break.</p> <p>Sports Crew to record personal scores and encourage success over the week.</p> <p>Sports Leader to arrange friendly fixtures with NEARS and other schools for more experience and the chance for children to play competitively against different teams.</p> <p>Take part in events organized by MSA as much as possible – identify events when calendar released</p> <p>Employ sports TA to travel with children and organize friendly fixtures.</p>	<p>Football goals £300</p> <p>Cost of MSA paid for from 2020/21 fund</p> <p>£500</p>	<p>Fewer behavior incidents.</p> <p>Children engaged and active during break times.</p> <p>Sports Crew and leaders developing leadership and organization and confidence.</p> <p>Children feel safe and included at break times.</p> <p>Children feel they can achieve and improve in sports and physical activity.</p> <p>Friendly games to give more children the opportunity to play for the school in their chosen sport.</p>	<p>Sports Crew to be mixed Year 5/6 children so that Year 5 children can continue activities/train others once Year 6 leave school.</p> <p>Current Sports Crew to train other children</p>