

Sports Premium Impact Report: Bishop Bronsecombe School

| School | Amount received for 2019-2020 | Projected Spend | Remaining to carry forward into 2020-2021 (due to COVID-19) |
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| Bishop Bronsecombe | £18,650 | Please see Action Plan for details of spend | To be confirmed in the Autumn Term |

IMPACT of funding:

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.

- Range of clubs ran by teachers, support staff and external coaches (see clubs list on noticeboard which is regularly updated).
- A wider range of clubs have been offered using external coaches including Plymouth Argyle, Tag Rugby, Local dance club.
- Participation rates at clubs have increased due to lunch time clubs and more staff becoming involved with the extra curricular program (see website).
- Sports Leaders have continued to lead activities at lunchtimes and provide sporting equipment for pupils to play with (see evidence folder). Lunchtime staff would monitor activities and PE shed
- Some staff attended FunFit training and provided clubs for students who are less engaged in sport and activities.
- PE TA worked with yr 3/4 boys with poor behavior in lessons to engage them in learning through sport.
- Monthly challenges for students and parents/carers were continued by the PE specialist (see noticeboard).
- Active Maths and high quality active lessons to increase activity in the classroom (staff training in Active Learning was provided for the celtic cross cluster).
- The daily mile was introduced and teachers joined in with the activity at the beginning of each break time (see evidence folder for photos).
- Outdoor and active learning was integrated into daily lessons to increase the participation in classroom lessons.
- Morning wake and shake on the playgrounds was an effective way to start the day with some activity.
- The majority of teachers used GONOODLE every morning in their classroom where all students took part in activity.
- During COVID, key workers students took part in daily Joe Wicks PE.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.

- The PE noticeboard has been developed this year including key sporting words and sporting information on including the importance of activity (60 minutes a day), upcoming events, pictures of current lessons, sports leaders pictures and the wall of fame, allowing students to present their sporting successes.
- Newsletter. Achievements were continued and written in the newsletter each week. The newsletter provided write ups on any events that had been attended and with any new sporting information which included the monthly challenge.
- Sports leaders are responsible for increasing participation and activity levels at lunch time following a lunchtime menu of activities. JD provided sessions for the Sports Leaders and created a lunchtime rota and menu of activities (see noticeboard)
- Sports leaders T shirts were purchased and were worn during lunchtimes. This was an effective way to attract and get more children involved with the activities and games.
- A range of events were attended across the year, with a variety of students attending. Competitive sport become more of a norm through.
- Cross country events were attended every week through the autumn and early spring term.
- An elite swim squad attended training and events regularly.
- Bike ability was delivered by an external coach and students went on to learning about road and bike safety going out into the local community.
- All staff received CPD in delivering PE by team-teaching with a PE specialist and PE TA once or twice a week.
- PE postcards were provided to students in each class every week to highlight their achievements and these were awarded either in assembly or by their class teacher.
- Active classroom training was effective in making activity a priority during lesson time in the classroom.
- All change policy was introduced and all students knew the importance of changing into their PE kit. This was a big improvement during this year.
- New equipment was ordered and put it into place allowing students with learning difficulties to access equipment suitable for them. The sports leaders would tidy the PE shed and hand out equipment at break and lunchtimes which became increasingly popular.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

- Staff had access to team teaching with Miss Danks the PE specialist, they also had support from a PE TA (Mr Webb) and schemes of work provided for each unit of work.
- External companies provided excellent CPD for staff who were able to observe and take notes.
- PE TA was useful in providing tips and guidance for staff during PE lessons, working with students who lacked confidence in sport to differentiate tasks better or working with high ability sports players and setting them more advanced challenges.

- Schemes of work were shared via email and on sharepoint which enabled teachers to develop their knowledge on a range of sports and activities. Meetings were held every week between class teachers and PE specialist to ensure team planning for the unit of work.
- Staff and TA's attended sporting fixtures increasing their knowledge and confidence outside of the school environment and in sporting competitions.
- The school has a broad, inclusive and progressive curriculum with resources provided for additional support. New gym mats allowed Gymnastics to be introduced and JD provided CPD for staff and resources to increase confidence in this particular area.
- Due to lack of space many wet weather PE lessons took place in classrooms. Staff developed new systems and ideas to deliver effective PE inside.

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

- See website for the curriculum plan. The curriculum plan is broad, inclusive and progressive including a variety of sports throughout the year.
- Pupils have experiences alternative sports such as Football, Cricket, Bikeability and Tag Rugby, sometimes provided through external companies.
- High engagement and enjoyment of pupils are shown with an increased attendance in after school clubs.
- Kernow sports delivered alternative activities and sports including archery and Segway.

Key indicator 5: Increased participation in competitive sport

- Pupils have access to numerous competitions offered by Mid Cornwall Sports Network and School Games.
- Competitive sport was attended not just at the gifted and talented but also for students who are less likely to 'usually' attend events.
- Students completed in weekly Cross Country events.
- Across the Celtic cross mat, students were also provided with a variety of sporting competitions (COVID).
- Competitions were held within school time hosting football matches and netball games.
- Events attended can be found within newsletters on the noticeboard and website.

OTHER INDICATORS IDENTIFIED BY SCHOOLS: Additional Swimming

Swimming data in general was positive (see separate documents).