

## Sports Premium Impact Report: Bishop Bronescombe

School	Amount received for 2020-2021	Actual Spend	Remaining to carry forward into 2021-2022 (due to COVID-19)
Bishop Bronescombe	£17,650 (plus £ carry forward from 19-20) <b>TOTAL £32,021</b>	<b>£25,086</b> (Including staffing)	£6,935

**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

- Movement breaks have been encouraged throughout this academic year. This has been hindered slightly due to the playground marking we have ordered being put off until the Summer break due to logistical problems at the supplier's end. KS1 staff are using GoNoodle or Cosmic Yoga. LKS2 have begun to also use iMoves which was introduced by myself during remote learning with weekly challenges being set. Movement breaks seems to decrease significantly in UKS2 with pupils suggesting this just happens during playtimes and PE lessons. During lockdowns movement breaks were used frequently for children in school using Joe Wicks to start the day or my own recorded sessions.
- Lunchtime activities have improved significantly in KS1 and LKS2 as each class was given a box of equipment focussing on different skills (balance/agility/ball skills etc) which they rotated around their phase on a weekly basis. UKS2 had to have equipment taken away as it was not being used effectively and safely.
- We registered for Modeshift Stars through Active Travel Cornwall just after Easter and have been working with them to put things into place to support and promote active travel. We have bought new scooter and bike parking pods to encourage this as well and will be working towards completing our first badge by December 2021.
- TN attended a twilight session for all PE coordinators to attend with Chris Caws which looked at PE and its impact on pupils. This will hopefully have a positive effect moving into the next academic year.
- TN attended a twilight session with Jennie Mosley named Powerfully Positive Lunchtimes looking at assisting Lunchtime Supervisors and the set-up of lunchtimes to ensure they have a positive impact on pupils. This will hopefully have a positive effect moving into the next academic year.
- Funfit for targeted pupils to be reintroduced in the new academic year to increase activity levels within that cohort of pupils to actively improve their fundamental skills and to some extent self-esteem. To assess the impact they will be asked the following questions as will the group leader.
- Use of Go Active to run 'bubble clubs' after school. Multi-kills for KS1 and EYFS. KS2 children voted from a selection of traditional and alternative sports (e.g. Ultimate Frisbee/Nerf Wars)

**ACTIONS – Audit again in the Autumn Term for the Active Travel – run a competition between the classes, with a prize to be discussed with SLT. To look at Football and how we can successfully manage this at lunchtimes. Implement Year 4/5 Sports Leaders again. Assess impact of use of playground markings on pupils' engagement and behavior following its use.**

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

- PE Noticeboard has been changed and updated to emphasise PESSPA and being Fit for Life. Newsletters/Dojo has been used to emphasise Virtual School Games, Euros and Road to Tokyo, in order to encourage activity and raise the profile of PE.
- Cornwall School Games t-shirts given to 1 child per week for showing good sportsmanship, chosen by the class teacher for whichever class' turn it is, to encourage perseverance and participation in PE.
- This year, due to COVID, we have encouraged all pupils to attend school in their PE kits, which has been positive and limits time lost due to changing, again increasing the value and profile of PESSPA.
- TN attended a twilight session for all PE coordinators to attend with Chris Caws which looked at PE and its impact on pupils. This will hopefully have a positive effect moving into the next academic year.
- Installations of playground markings to encourage cross-curricular active lessons. These were chosen/designed around a survey carried out where the children had a choice of a few Phonics/Maths/Humanities/PE designs and voted for their favourites from each subject.

**Actions – WHOLE SCHOOL IMPROVEMENT reward afternoons for pupils PE based – bikes, rounder's', gym equipment, water fights. Health and well-being week(s). Links with Sports Competitions or National initiatives.**

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

- Introduction of the Arena SOW throughout the school.

Staff comments:

"I really like the Arena plans as they are so clear and easy to prepare. It also gives more range in activities for the phase planning so we're not repeating lessons next year."

- The pandemic has seen more staff than ever opt for physical activity and movement breaks – this can only be positive moving into the new academic year and will hopefully provide the confidence for them to use with classes as we move forward, particularly as well-being is going to be so vital.
- Most staff understand the benefits of PESSPA and what makes a good PE lesson as well as now wanting to use the playground markings for cross-curricular lessons, which can only positively influence on the pupils.

Staff comments:

"We've already used the markings to do some Maths warm-ups as well as interventions. For me it meant not having to worry about spending time finding resources and for the children it meant more fresh air so everyone is a winner."

Recovery PE plan was used to help pupils with social skills and reintroduction back to school – worked well. We kept the warm-ups from the home learning lessons I had uploaded so they can be used for those staff who aren't as confident and also to use as brain break in class. We have also introduced 2x half-termly sessions of Wilde Tribe time for every class for which we have a whole-school skill to learn for those sessions (Summer 2 – fire lighting, Autumn 1 – Knots). This is something that has been seen as a positive introduction but has highlighted the need for staff CPD in this area.

Staff comments:

"Getting time in the Wild Space is great but it has made me realise the children know more than me with a lot of the Outdoor Learning."

- An increase in staff confidence leads to pupils engaging and enjoying PE, for example audit results show more than 50% of staff don't feel secure in teaching gymnastics or dance. This is something I have enquired about with Poltair School and we will be getting CPD via them.
- Staff comments:
  - "If I'm completely honest, gymnastics is something I really don't feel confident teaching, even when following the plans. Because I have never done gymnastics myself I think I over-worry about health and safety."

**ACTIONS – A more detailed staff audit in Autumn 2 for perceived weak areas and continue to support staff with team teaching interventions using 'targeted' training, meetings and external courses, where required via the Poltair Partnership Scheme. However, this may be impacted by social distancing rules in place. Promote external courses for appropriate staff.**

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

- Our school has a broad, inclusive and progressive curriculum that enables pupils to develop their physical skills alongside their tactical knowledge and understanding (see website for Curriculum Plans).
- Funfit each day for targeted pupils. This is used for both children with physical medical needs and as part of IBPs for those children not accessing the mainstream PE Curriculum.
- Most TAs recognise the benefit of activity breaks for our pupils and will often use this as an intervention for vulnerable and SEN pupils throughout the day. This has included using the bikes/scooters, gymnastics apparatus in the hall or using Football. All of these methods work to improve the engagement of pupils in their learning and improvements in behaviour.
- Wild Tribe implementation has been extremely effective. Mrs Prince attended the training and this has been implemented throughout the school during the Summer Term for selected pupils led by GA-T. This is now being used for all classes for two sessions per half term.
- Pupil comments from those who receive Wild Tribe weekly interventions:
  - "I think it's the best thing about school. I love it, it's so cool."
  - "I like making tools and helping to make fires."
  - "We use the diggers to move the mud out the way for Andy."

**ACTIONS – Continue to work with outside agencies for a variety of clubs and to increase participation rates preferably using the local area. Look into getting Forest School/Wild Tribe into all classrooms.**

#### Key indicator 5: Increased participation in competitive sport

- Pupils have been competing to 'Travel to Tokyo' and in the 'Virtual School Games' both within school and outside of school.
- Through team teaching, teacher and support staff are aware that all pupils need to experience competition at some point during their time at school if not at a club through curriculum time, it is written into the schemes of work and often at the end of a unit. However, this must be inclusive – which staff understand following CCE Staff CPD.
- Sports Days have taken place this year within bubbles. They were competitive, both individually and as teams, making them inclusive to all. For example, Year 3 had races and circuit competitions focusing on School Games Values.

**ACTIONS – More inter-class competitions to run throughout the school year. Competitions across the school linked to national initiatives. Trust competitions to commence again.**