

Sport Premium Plan 2020/21

The government is committed to continuing to provide additional funding to improve provision of physical education (PE) and sport in primary schools. Through the previous success of the School Sports Partnership Programme and a commitment to ensure continued high standards of delivery in PE and School Sport, there is a desire to continue to provide a co-ordinated level of support to enhance the delivery of PE and School Sport.

This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools. Ofsted have strengthened its coverage of sport within the Inspectors' handbook. They will consider 'How well the school uses its Sports Premium to improve the quality and breadth of its PE and sporting provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach performances levels they are capable.

How much do we get?

In recent years each school has received £8000 plus £5 per pupil in years 1-6. This academic year the Government has pledged to double the funding so schools receive £16,000 plus £10 per pupil. In 2020/21 the school will receive **£19, 280**, although this may fluctuate slightly due to numbers on roll.

How is this money spent?

Horton Grange has committed £8,800 per year until 2021 to the Blyth & Bedlington School & Community Sports Programme. Key benefits are:

- Services of SSP teacher to help deliver PE in school.
- Regular network meeting to disseminate good practice.
- Access to local festival and competitions.
- Transport costs / arrangements for attending festivals.
- Access to $\frac{3}{4}$ week block OSHL clubs.
- Access to delivered CPD opportunities.
- Access to locally organised provision for Gifted and Talented pupils

- Access to leaders in secondary school to support with Primary PE events.
- Advice and support on health and safety in PE

NOTE: Due to school closure March 2020 and additional restrictions from Feb 2020 many aspects of this plan have been carried forward to ensure intended impact is achieved 20 / 21. There have been some amendments to evaluation elements and actions in light of context Sept 2020.

Summary planned spend:

Income from pupil premium + carry forward	Pre allocated substantial outgoings	Remaining budget to allocate
Sport premium: £19, 280	Sports Partnership: £8, 800	£2394
Carry forward £1,799 (to be spent by March 21)	PE apprentice second year: £10,086	£2450 – allocated in green below and therefore predicted overspend of £56.00
Total £21,280	Total: £18,886	

Evidence from SE (where relevant)	Key objective and expected impact	Action	Cost (estimated)
School Games Mark			
Whilst the sports premium funding has improved provision in recent years no applications have	To gain School Games Mark (silver level) and be well placed to apply for gold level in 2021 / 22. <u>Intended impact</u>	Aut 1 – New PE leads to research and be clear on criteria. PE leads to develop action plan to achieve elements of silver level for school games.	2 x ½ day release for PE lead (cost covered within) Proportion of apprentice cost (£2100)

<p>been made for School Games Mark to assess improvements and sustainability. In 2019 / 20 school made good progress towards this prior to school closure in March 2020. Restriction from Feb 2020 also impacted on participation in festivals et due to social distancing measures. School did receive participation certificates towards school games and the participation in virtual school games.</p>	<p>Engagement – all pupils are provided with 2 hours of physical activity per week At least 35% of pupils take part in extra curricular physical activity per week. Targeted provision for the least active results in 10% taking up activity which is sustained for a year.</p> <p>Developing competitive sport – take part in 1 x personal / digital challenge, 6 x intra school sports competition and 5 x inter school sports competition. Use the School Games format to provide the opportunity through inter-school competition to take part in B team standard competition. Promote the school games inclusive of physical activity to parents and community through newsletters etc.</p> <p>Workforce – broadening the range of opportunities Engage a group (sports leaders) of children in leading and managing school games activity.</p>	<p>Spring – monitor progress to reaching standard and plan next steps accordingly.</p> <p>Summer – make application and again award.</p>	<p>Equipment for sports leader (£100)</p>
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	<p>Increasing and sustaining participation – have active links with a least 3 local community physical activity providers, including one where taster sessions are provided on school site (link active week).</p>		
Physical education / curricular PE (delivery and leadership)			
<p>1) Standards in PE were improved last year as a result of specialist teaching throughout year and improved internal specialist capacity. Deep dive process found the quality of education in PE to be good. Staff observation of specialist was better planned but due to year not being completed the plan was not completed. PE teaching, although improving is not yet consistent with the best across school.</p>	<p>To continue to improve the quality of PE teaching further across schools so that standards improve despite any staffing change.</p> <p>Intended impact Specialist PE teacher linked to sports partnership and PE lead coaches and develops staff so that quality of teaching continues to improve.</p> <p>Observations of PE teaching across PE are of consistent good quality so that it is consistent with the best.</p>	<p>SSP specialist teacher to deliver PE to weekly throughout year to raise standards and model effective delivery – focus gymnastics across school</p> <p>Rotation of observation for staff CPD followed by coaching model (not used for PPA cover)</p> <p>New appointment Sept 2018 in EYFS with Gymnastics / PE specialism to teach PE in EYFS Also to run Gymnastics clubs</p> <p>PE apprentice to run dance clubs and hockey clubs</p> <p>Utilise teaching strengths in PE LT/ LW (Y5/6) AR (Y3/4) CJ (Y1/2) JH (EYFS)</p>	<p>Weekly PE delivery from qualified PE teacher linked to Sports Partnership £6540</p> <p>Staff release £100</p>

<p>Staff in KS2 tell us gymnastics is the area they are less confident in ensuring progression and challenge. Whilst improved on 2019/20 due to school closure in March 2020 this is still a focus.</p> <p>Capacity is improving with 4 x PE specialists in house.</p> <p>1 x PE apprentice strengthens capacity as she progress to second year of programme (dance and hockey specialism)</p>			
<p>The PE lead is now maternity leave until Easter 2021. Shadow lead plus maternity cover to take on role. Both</p>	<p>PE lead to continue to drive improvements within PE.</p> <ul style="list-style-type: none"> - Key focus – planning and progression linked to outcomes of deep dive process. 	<p>PE lead to develop own action plan linked to monitoring in 20/21 linked to achieving School Games Mark (silver) – Aut 1</p> <p>PE lead revises clear long term</p>	<p>CPD through partnership model and use of collective funding.</p>

<p>have shadowed or took role before so due to strategic planning capacity is not reduced.</p>	<p>- Support with delivery through modelling.</p> <p>Intended impact PE lead has an accurate view of what has been embedded since 2019/20 and the further improvements made in the quality of PE provision across school and plans for next step actions.</p> <p>Quality of provision improves as a result of planned action from outcomes of the PE deep dive.</p> <p>Observations of PE teaching across PE are of consistent good quality.</p>	<p>plan (curriculum intent document) for PE which meets curriculum requirements and needs of children at HG and signposts appropriate resources to support planning and delivering. (also link to competitive school sport cycle) Ensure focus on ABC in key stage sports specific in KS2. There should be clear vertical, horizontal and diagonal links with a focus on health and fitness.</p> <p>PE leads organise specialist teaching and direct / supports PE apprentice</p> <p>SL monitors planning half termly and feedbacks to staff.</p> <p>SL to audit staff confidence and CPD needs and build on information gained.</p> <p>SL to lead staff CPD session 1 x term- modelling a high quality PE lesson and developing ethos of enjoyment in sport. Re- audit staff confidence.</p>	
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<p>PE apprentice successfully completed first year and will continue into second year working towards L3 qualification</p>	<p>To ensure the successful development of PE apprentice so that level 3 qualification is achieved and that the level of support in PE improves and capacity increases.</p> <p>Intended impact</p> <p>Apprentice improves the quality of PE provision further through support for pupils and increases children's access to clubs.</p>	<p>Sept 20 – Apprentice participates School specific induction alongside whole school Safeguarding / priorities training.</p> <p>Placed in Year 6 class as base with a mentor (PE lead) to support with all round school systems</p> <p>Aut 1 – Lead lunch time activities Support in PE lessons and with school clubs. Support attendance at festivals Take a lead role in appointing, developing and supporting young sports leaders. Lead year group bubble clubs (dance, gymnastics, hockey)</p> <p>Aut 2 Lead daily PE based clubs in line with COVID secure guidelines alongside another support member of staff. Continue to support with lessons.</p> <p>Spring 1 Begin to plan and deliver PE lessons with support of teacher. Review development during Spring term based on progress.</p>	<p>Cost of recruitment and salary costs for apprentice £10,086</p>
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Healthy Active Lifestyles			
<p>HG is a community school and currently a Judo club operates from the premises 1 x weekly. Dancing clubs and weight management clubs also operate from the school site. Plans to use the school to facilitate sports clubs, such as grassroots, was not possible to due to on-going maintenance work and planned building projects.</p>	<p>Continue to increase the participation in sport during school holidays.</p> <p>Intended impact % of children who attend sports related activities in the holidays increases as a result of signposting.</p>	<p>SL to sign post children to sports camps etc during holidays and survey uptake.</p> <p>SL to keep a record and monitor uptake</p>	<p>Non</p>
<p>Sports leaders roles began again in 2019/ 20 but due to school closure did not complete the year or embed skills learnt.</p>	<p>To continue to develop mini sports leaders (Y5/Y6) to run active lunch time sessions supported by PE apprentice and lunch time staff.</p> <p>Sports leaders plan and lead school games events</p> <p>Intended impact</p>	<p>Autumn 1 – Appoint new sports leader Training for leaders Ensure resources are available Give children a small budget to manage alongside PE lead. Order equipment.</p> <p>Begin provision and link to reward</p>	<p>£300 for new equipment Apprentice to oversee - £1000</p> <p>Release for co-ordinator ½ hour weekly to meet with pupils (assembly time).</p>

	<p>Children are observed to be active at lunch time, behaviour incident reduce and pupil voice tells us children enjoy lunch times.</p> <p>Silver level school games award achieved</p>	<p>system for taking responsibility. Active lunch time carry out regular pupil voice to identify action and impact.</p> <p>Summer – Sports leader lead a school games event during Active Week</p>	
<p>PE lead introduced 'Give me 10' to increase physical activity time daily. The uptake of this was inconsistent and needs to re-implemented and monitored for impact.</p> <p>Not all children are receiving 2 hours of physical activity per week. Deep dive showed mixed understanding of importance of health and fitness</p> <p>Due to 'lock down, restrictions not</p>	<p>PE leads to drive give me 10 initiative to increase amount of daily physical activity.</p> <p>Intended impact</p> <p>Physical fitness of children and staff improve.</p> <p>All children take part in 2 hours of physical activity per week (links school games mark application)</p>	<p>Autumn – Re launch ' Give me 10' initiative and share process for recording data.</p> <p>Monitor progress regularly and ensure 'buy in' from staff and pupils through a programme of reminders.</p> <p>EYFS to continue 'daily dash' (EYFS cohort leader)</p> <p>Set up class competition. The class that does the most give me 10s a half term gets prize.</p> <p>SL to re-share outcomes of deep dive and drive forward focus on the fluency of the subject (physical literacy)</p>	<p>Prizes £150 over year.</p>

<p>allowing sports clubs etc to run some children be have been inactive for a substantial period of time. There will likely be a need to focus on health and fitness on return.</p>			
<p>Due to school closure and COVID restrictions school did not take part in cancer run as school though families did take part through school signposting.</p>	<p>To enter the Children’s Cancer run as a family event. Target - 25 families (June 2020)</p> <p>Intended impact At least 25 families take part in the Children’s Cancer Run. Running is promoted as a family fun sport</p>	<p>PE lead to organise event and ensure staff to support.</p>	<p>Fund coach travel for all and entry for 1 child and 1 adult Coach travel £150</p> <p>Entry £6 per child Approx £150 based on 25 entries</p>
<p>Themed weeks are successful in school on other curriculum areas and often allow children to sample new things. Visits to other schools have involved observation of full weeks designated to sport.</p>	<p>To hold an ‘active week’ in summer 2 once again, building on feedback from previous year (July 2021)</p> <p>Intended impact Increase participation in physical activity. Experience new sports and signpost to community clubs related to the experience. Learn how to be physically and</p>	<p>Aut 1 – Begin to source lists of externals sporting providers to be involved in the events. Audit year groups to find out sports children would be interested in taking part in. Aut 2 – book providers Spring 1 – plan week and specific intended impact. (to involve sports day) Spring 2 – disseminate plan to staff with designated roles</p>	<p>£1500 (to include 1 sporting trip per year and cost of providers for the week)</p>

<p>In 2018/19 school held its first active week. Feedback was positive for parents and children. Due to school closure Active Week 2020/21 could not take place.</p>	<p>mentally well.</p>	<p>Summer 2 – All together active week takes place. Evaluate outcomes.</p>	
<p>During the Autumn / Spring 1 term the number of sports clubs on offer was higher than in previous years. During Spring 2 clubs had to stop due to COVID 19 restrictions. School closure followed this.</p> <p>As school reopens fully in Sept 20 risk assessment in place will be initially no after school clubs. This will be reviewed with the hope to begin 'Year group bubble clubs</p>	<p>To increase the number of clubs on offer so at at least 35% of pupils take part (link school games award) including targeting least active.</p>	<p>Aut 20 – Staff with PE specialism given a role to lead on co-ordinating clubs. PE lead supports to develop a year plan for clubs identifying type of club and year group (after school to begin Aut 2 dependent on level of restrictions)</p> <p>JH – gym clubs PE apprentice – dance & hockey clubs AR – football and cricket clubs</p> <p>Identify target children (least active) and monitor uptake and participation.</p> <p>Spring – PE subject lead monitors sports club provision (observation / pupil voice)</p>	<p>% of PE apprentice cost £2100</p>

from Aut 2).			
Competitive Sport			
<p>Continued increased participation in sports festivals from 9 in 2015-16 to 20 in 2016-17, 22 in 2017/18. In 2018/19 this decreased to 16. Entries for 2019/20 are not comparable due to school closure.</p> <p>Standards reached in competitive sports were maintained but not increased.</p> <p>School Games Events cancelled due to school closure but school received award for participation in virtual games Sumer 2020</p> <p>The full schedule of events available</p>	<p>To continue increase participation in competitive events and improve standards achieved in KS2. (target 22)</p> <p>To increase number of teams that reach School Games Standard.</p> <p><u>Intended impact</u> At least 2 teams reach School Games Standard</p> <p>At least 20 festivals are attended (link to school games application)</p>	<p>SL to ensure PE curriculum to be planned around competition cycle</p> <p>Planned participation to be RAG rated when attended.</p> <p><i>Code for events: All events will come under the heading of :</i></p> <p><i>ACCESS - pupils who wouldn't normally experience the School Games.</i> <i>BELONG - Inclusion events.</i> <i>COMPETE - 'A' team pupils.</i> <i>DEVELOP - pupils who wouldn't make the A team but want to compete.</i> <i>ENRICH - something different to the usual traditional competition</i></p> <p><u>Autumn Term</u> - these will be virtual with schools sending in their own results.</p> <p>Y4- Cricket skills ENRICH - 5 challenges to complete. Enter as a class and the final score is the average of the class scores. Complete by Oct half term.</p> <p>Y6 - Quad Kids Athletics COMPETE- 2x run, 1 throw and 1 jump challenges. Complete by Oct half term.</p>	<p>SSP Coach travel £160 per event (SSP funded) Release for teacher per event covered within school</p>

<p>through SSP is not yet available and will be added later.</p>		<p>Other events (term to be confirmed)</p> <p>Y4 - COMPETE- Tag Rugby, Quad Kids, Gymnastics DEVELOP - Gymnastics ACCESS - Tri Golf , Teamwork</p> <p>Y6 - COMPETE- Hockey, Tag Rugby, Netball, Sportshall DEVELOP - Rugby, Girls Football ACCESS - Rugby League , Dodgeball</p> <p>Each Year group will have access to a festival throughout the year.</p> <p>Y1 - Hoopstarz (In school) A1 Y2 - Multiskills Sp1 Y3 - Skipping (TBC possibility for in school) Y4 - Personal Challenge Sp1 Y5 - Quidditch (TBC) Y6 - Problem Solving (post SATs)</p>	
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