

BFS Mission:

“To enable each individual to succeed in whatever they choose in a way that reflects their passion”



Review of PE and the Impact of Sports Premium Academic Year 2018 -2019

The Purpose of this document is to gauge the impact of our current delivery of PE from teaching professionals, the impact the sport premium grant has had and how we can further improve. This document reflects the 2018 – 2019 academic year and plans for further impact in 2019 – 2020.

PE Vision Statement



At Broadstone First we are passionate about raising physical activity and sporting achievement in all our learners, whilst promoting a long term healthy lifestyle through the mantra” Healthy Body Healthy Mind” which is intertwined throughout the school and its authentic curriculum.

In order to achieve this, we will maximise the use of the Sport Premium Funding to ensure a legacy of delivering high quality PE & Sport which provides progressive learning objectives and appropriately challenging learning experiences across KS1 and KS2. We will analyse and identify our inactive cohort of learners and work to gain inclusion for all pupils through a variety of sporting events and activities. We aim to encourage a state of total fitness including social, mental and physical by supporting the government’s initiative to prevent and treat obesity as well as mental and wellbeing. We will improve the quality of teaching PE and sport in our school and provide a high- quality physical education curriculum that inspires all our pupils to succeed and excel in competitive sport and physically activities. We will deliver high quality lessons which will irrespective of pupil’s innate ability see them enjoy success and be further motivated to develop individual potential. BFS will use physical education as the main driver for encouraging and embedding qualities such as self- esteem, integrity and resilience and will promote health and well-being of our pupils and by doing so, directly impact improved progress in reading, writing and maths.

School Profile

Number of eligible pupils:	2017 – 2018 = 297 2018 – 2019 = 299
Total Sport Premium budget:	2017 – 2018 = £18420 2018 – 2019 = £
% of pupils FSM eligible:	2017 - 2018 = 5.6% 2018 – 2019 = 10.03%



It is our aim to deliver high quality PE and Sport for all learners at BFS. By developing their enjoyment of and confidence to partake in physical activity we will nurture the whole child and develop a 'can do' culture of success in all our learners whilst supporting their wellbeing. In addition to this, we aim to provide opportunities for children to both compete and reengage in sport and other activities to embed characteristics linked to one of the core values of respect and several of our characteristics of learning; curiosity, aspiration, responsibility, leadership and pride. Our PE curriculum design, implantation and evaluation will ensure breadth and balance and it will impact positively on learners' outcomes and their personal development, behaviour and welfare.

Our PE and sport aspires to give all learners a positive outlook on health and fitness whilst developing important life qualities such as strength, resilience and agility, enabling each child to be the best they can be by:

- Improving their own health
- Providing high quality opportunities and outcomes for all
- Encouraging community involvement
- Promoting active participation and competition
- Raising achievement and supporting excellence



KPI's

The PE and Sport premium funding has been provided to ensure additional and sustainable improvements are made to the quality of PE and sport that Broadstone First School offer.

The focus for spending should be to develop or further bolster the PE and sports that are already on offer and to ensure that the improvements that are put in place will benefit pupils now and joining the school in years to come. It is expected that schools will use the premium to secure improvements against the following 5 Key Indicators.

1. Increased participation in competitive sport
2. The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. The profile of PE and sport being raised across the school as a tool for whole school improvement.
5. Broader experience of a range of sports and activities offered to all pupils.



Impact

Focus KPI	Planned Action	OFSTED Criteria	Impact and Evidence	RAG
<p>The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Aim to engage 75% of learners in physical activity during lunchtimes or after school clubs.</p>	<p>Effectiveness of Leadership & Management</p>	<ul style="list-style-type: none"> - The introduction of zoned activity areas supervised by Sports Ambassadors and staff has seen an increase beyond the targeted 75% of learners being physically active for longer at lunchtimes. - 42% of learners during a pupil voice questionnaire sited the introduction of structured play zones at lunchtime as the best change to be implemented over the Autumn Term at BFS. - The introduction of 5 new free after school sports clubs has seen 30 %, 92 of learners participating in physical activity after 3pm. 	
	<p>Develop real opportunities for pupils to become sports leaders</p>	<p>Personal Development, Behaviour & Welfare</p>	<ul style="list-style-type: none"> - 5 Year 4 students gained Bronze Ambassador status on attendance of Sports Academy Training. These Ambassadors are now responsible for the planning and supervision of a variety of different activities alongside staff at lunchtimes. - Planned attendance at future Sports Academy training for the upcoming Year 3's will ensure the sustained provision of active lunchtimes. - A Sports Ambassadors now attends every sports event attended by BFS and is responsible for both assisting in the running of the event and writing a report on it for the weekly BFS Snapshot. 	
	<p>Use PE and sport to engage the wider community and foster positive relationships with other schools by coordinating a community event.</p>	<p>Personal development Behaviour & Welfare</p>	<ul style="list-style-type: none"> - All sporting events and clubs attended by learners are being reported on in the BFS weekly snapshot and Facebook page. - Spectator support from parents to grandparents to family friends has been amazing at all events BFS have been represented in. - Learners were offered links to free equipment and access to local clubs on completion of an All England Badminton day. 	

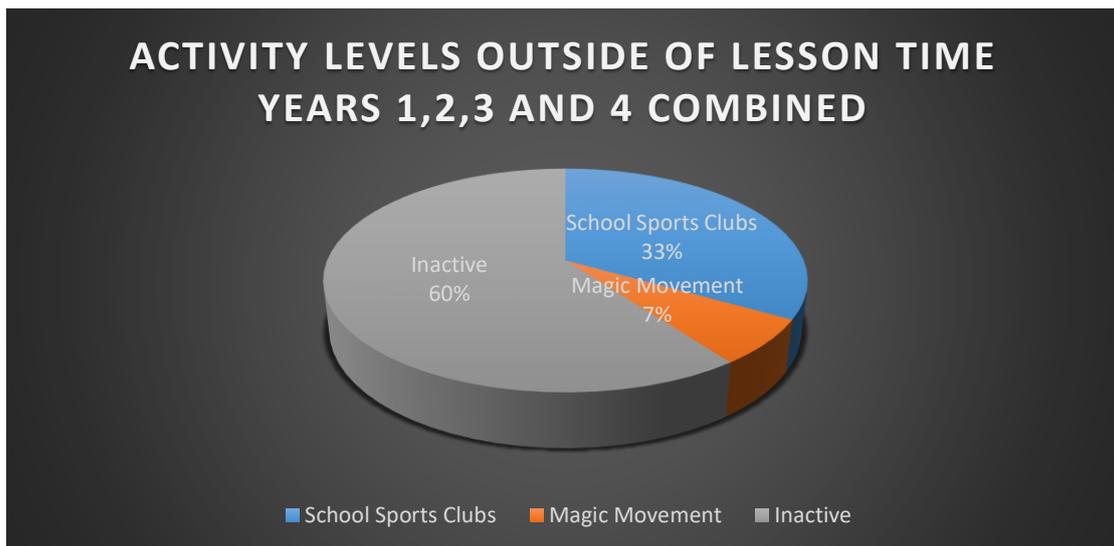
			- Attendance at all sporting events has resulted in positive networking between staff with regards to future fixtures and competitions.	
	Continue to work with the change team to embed wellbeing into daily practice.	Personal Development, Behaviour & Welfare	- Learners are beginning to articulate the benefits of regular exercise.	
Increase confidence, knowledge and skills in teaching PE and sport.	Increase CPD with AFCB and Bournemouth University.	Quality of Teaching Learning and Assessment	- AFCB delivered 6 weeks of football coaching to Year 2 with staff lesson shadowing.	
	Grow your own – use expertise within existing staff to plan and team teach PE	Quality of Teaching Learning and Assessment	- Staff have gained a greater understanding of specific sports and knowledge of how to identify and scaffold for differing abilities through BMS staff, Sports Technician and external coaches aiding in the delivery of PE lessons.	
	Gymnastics, Golf and Basketball coaches to work alongside teachers rather than displace them.	Quality of Teaching Learning and Assessment	- Learners have engaged in the coach led Gymnastics, Basketball, Golf and Football sessions. - Teaching staff continue to document coach led sessions to provide resources to support staff with planning and delivery of future lessons.	
	Regularly monitor planning, delivery and assessment of teachers and external sports coaches to ensure that their lessons/coaching is consistently good and having an impact.	Effectiveness of Leadership & Management	- PE lead checking in with Teachers and completing observations of external coaching sessions to ensure consistency and quality of lessons delivered.	
	Provide teaching team with quality assured resources to support planning and delivery of quality lessons.	Quality of Teaching Learning and Assessment	- The development of sport specific lesson plans is ongoing. - New equipment including basketballs, footballs, skipping ropes, cones and a handball set have been purchased to ensure the provision of high quality PE lessons are available to all learners.	
The engagement of all pupils in regular	Identify non – participants in extra-	Personal development	- Data analysis of non -active children from Years 1 through to 4	

<p>physical activity – kick starting healthy active lifestyles.</p>	<p>curricular sport and provide additional activities to encourage their immediate inclusion.</p>	<p>Behaviour & Welfare</p>	<p>completed. Spring Term 1 60%, 146 learners were identified as inactive. End of Summer Term 2, 0 learners were identified as inactive.</p> <ul style="list-style-type: none"> - 5 Free after school clubs from Netball and Rugby to circuits have been attended by 30%, 92 learners and have played a big part in bringing down inactive figures across KS1 and KS2. - BFS are now being represented in sporting events that are aimed at our SEN learners and events aimed at reengaging learners back into sport in a non - competitive environment. - Greater choice of lunchtime activities has seen an increase in physical activity. - Purchase of new play equipment to be utilised at break and lunch time. 	
	<p>Contact school nursing team for outreach opportunities and engage in school life in order to promote health & well- being.</p>	<p>Personal development Behaviour & Welfare</p>	<ul style="list-style-type: none"> - The daily mile is completed by all year groups with the use of Garden Petal Points as an incentive to complete laps. - Through BFS's authentic curriculum both learners from KS1 and KS2 engage in Health eating topics embedding the mantra Healthy Body; Healthy Mind. 	
<p>Increased participation in competitive sport</p>	<p>Sport specific extra – curricular clubs for learners wanting to be involved in intra and inter school sport. Supporting transition to local clubs and associations.</p>	<p>Personal development Behaviour & Welfare</p>	<ul style="list-style-type: none"> - Spring Term 2 saw free rugby and netball clubs being run to prepare learners for upcoming competitions. These were attended by 24 learners. Summer Term 1 has seen the start of two new Circuits clubs across KS1 attended by 55 learners. Representation at the Year 4 Poole Games Swimming Gala resulted in one Year 4 learner being selected as a reserve for the Dorset Trials. Representation at the Dorset Primary athletics finals saw a BFS learner becoming a County Champion in the 60m sprint 	
	<p>Organising more sports and competitions within school and between</p>	<p>Personal development Behaviour & Welfare</p>	<ul style="list-style-type: none"> - KS2 have competed in 7 different sporting events including swimming, rugby, multi – skills, netball team up and Aerobics and 	

	schools within the cluster.		<p>Athletics. KS1 have taken part in a multi_skills event during the spring term.</p> <p>- KS2 also participated in an inter year group rounders match.</p>	
	Follow and build on the success of AFCB partners and relationships and good practice to establish similar standard in another sport.	Quality of Teaching, Learning and Assessment	<p>- Links established with Golf, Gymnastics, Basketball and Badminton coaches resulting in dedicated coaching led PE lessons.</p> <p>- A Coaching day run by All England Badminton for all KS1 and KS2 learners proved incredibly popular with learners and staff.</p>	
Broader experience of a range of sports and activities offered to all pupils.	PE lead to design, implement and evaluate a PE curriculum ensuring breadth and balance and its impact on learner's outcomes and their personal development behaviour and welfare.	Personal development Behaviour & Welfare	<p>- Statutory 2hr weekly PE sessions being achieved across the school through termly schedules detailing year by year PE time slots, allocated Coach led sessions and sporting activity expectations being made available to all staff.</p> <p>- Learners are now engaging in a wide and varied range of sports and activities both in competitive and non - competitive enviroments through representation at sporting events and through BFS, BMS and externally led Coaching sessions.</p>	

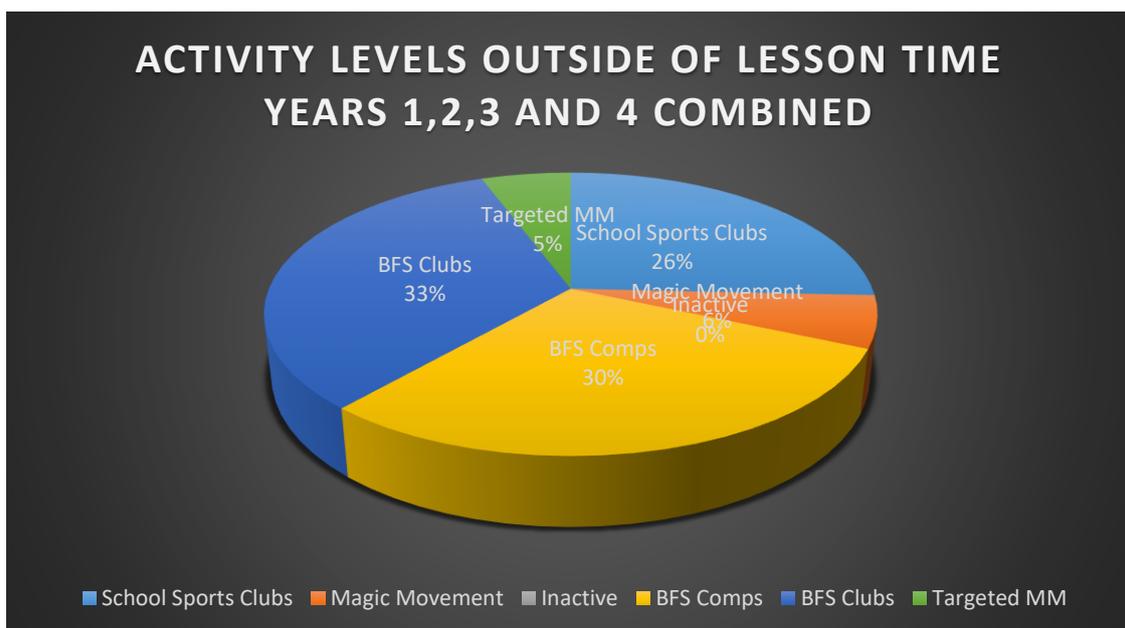


Activity Levels for Years 1,2,3 and 4 Combined - Spring Term 1



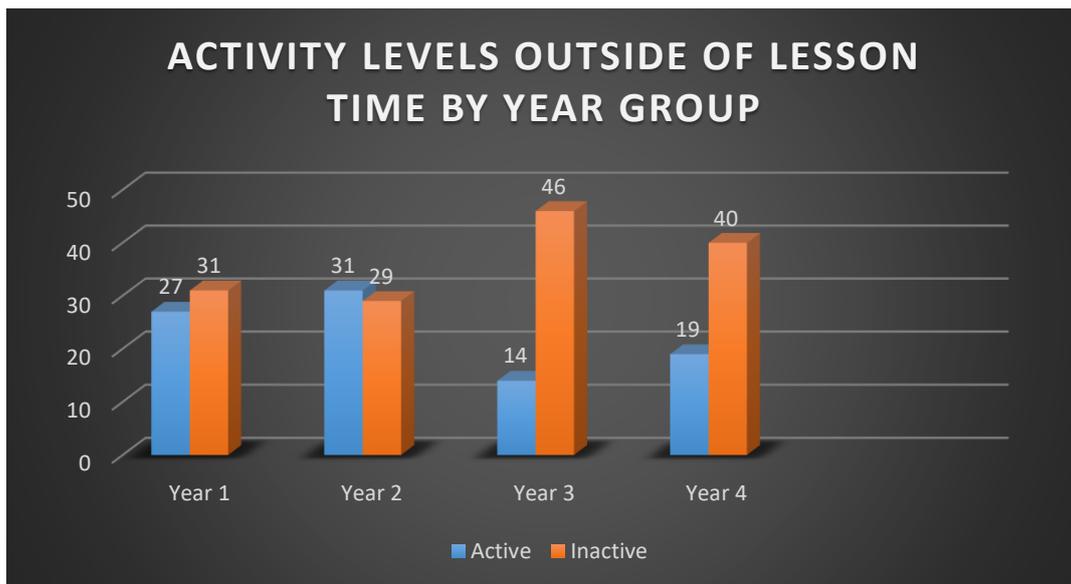
- During the Spring Term 5 externally run sports clubs took place, attended by 81 learners
- 16 invited children were involved in Magic Movement, during states for learning
- With the exception of Statutory PE lessons, break and lunch times **146** learners **60%** of learners from Years 1 through to Year 4 were inactive for the rest of the school day and did not take part in an after school sports club.

Activity Levels for Years 1,2,3 and 4 Combined - Summer Term 2



- During the Spring Term KS2 learners took part in 6 different sporting events from competitive to SEN focused and KS1 1 event.
- During Summer Term KS2 took part in 3 sporting events
- KS2 had 2 free after school clubs running for the duration of the Spring term for which 26 learners attended. KS1 had 2 free after school clubs running for the duration of Summer term for which 59 learners signed up for.
- The % of inactive learners has reduced from 146 **60%** to 0.

Activity Levels Broken Down by Individual Year Groups - Spring Term



- Active figures were a representation of those learners who attended externally run after school sports clubs or Magic Movement
- Year 3 had the largest number of inactive learners

Activity Levels Broken Down by Individual Year Groups - Summer Term



- Active figures are a representation of those learners who attend or have participated in BFS free after school sports clubs, BFS sporting events, fixtures, magic movement, targeted magic movement and externally run sports clubs.
- Targeted boy only and girl only magic movement sessions were run to capture inactive children who were reluctant to attend or compete in after school sporting events.
- Years 1 and 2 have seen the slowest decrease in inactive learners with only 1 sporting event being aimed at KS1. Two free after school sports clubs over the Summer Term saw a staggering 59 learners sign up for the two clubs.
- Inactive figures across Year groups 1 - 4 have dropped from 35 learners 11% to 0 learners.

Next Steps for 2019 – 2020

The Profile of PE and sport raised across the school as a tool for whole school improvement.	Increased confidence, knowledge and skills of all staff in teaching PE and Sport	The engagement of all pupils in regular physical activity - kick starting healthy active lifestyles.	Increased participation in competitive sport.	Broader experience of a range of sports and activities offered to all pupils
<p>Enrol Year 4 Sports Ambassadors on the Bronze Playground leaders award scheme. With the aim of developing real leadership opportunities through assisting in the planning and provision of active/ sporting lunch times. Increase leaders from 6 to 8</p> <p>Establish and maintain a Sports Board/Gallery where not only involvement and success in sporting events can be shared and celebrated but the School Games sporting values can be displayed.</p> <p>Through the forum of social media utilise Facebook, Twitter and the weekly BFS snapshot to engage and share with the wider community the sporting achievements of BFS.</p> <p>Use our authentic curriculum to encourage children to engage in and experience real life opportunities that reinforce the need for both an active lifestyle and healthy eating.</p>	<p>Regularly monitor the planning, delivery and assessment of teachers and sports coaches to ensure that their teaching and coaching are consistently good and having an impact.</p> <p>Continue CPD with AFCB and Bournemouth University.</p> <p>Continue to enlist external coaches in a variety of sports to work alongside teachers.</p> <p>Use PE Teacher and expertise within existing staff to plan and team teach PE.</p>	<p>Continue to Identify non-active learners across both KS 1 and 2 on a termly basis. Work with both School Games and internally at BFS to provide opportunities for their inclusion in physical activity.</p> <p>Work with teachers to ensure the daily mile is being incorporated into the school day. Incentivise progression with petal points eg (Wk1 - 3 laps Wk2 - 4 laps)</p> <p>Continue to provide free after school sports clubs that are open to and aimed at engaging all learners.</p> <p>Work closely with parents, carers and local health agencies to promote the health and well – being of all pupils, especially those who are overweight and inactive.</p> <p>Encourage active lunchtimes with zoned play areas and sport of the week options available to all learners.</p>	<p>Organise termly sports competitions between garden groups.</p> <p>Continue to liaise with the School Games coordinator to establish upcoming events and ensure representation from BFS at a variety of different sports throughout the academic year.</p> <p>Liaise with PE leads across the cluster to organise friendly fixtures prior to competitions and events.</p> <p>Continue to offer sport specific free extra - curricular clubs for those learners wanting to compete in intra and inter school competitions. Support transition to local clubs</p>	<p>Work across the academy to produce a curriculum that ensures breadth, balance and opportunities for learners to not only grow in confidence, develop a “can do attitude” but also experience success.</p> <p>Approach sport and PE across both key stages with continued vigour and self - evaluation. Using findings to inform planning that secures continued progressive improvement.</p> <p>Organise new sports and activities taster days for Year groups 1 through to 4 to experience and learn about.</p>

