



Drapers' Brookside
Junior School

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Sports Premium 2019/20

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>In order to help improve the provision of P.E. teaching at Drapers' Brookside Junior School, we have entered the Havering Sports Collective and gained access to:</p> <ul style="list-style-type: none"> • High quality CPD, particularly in the development of our teachers taking PE sessions. • A range of sporting competitions, giving our children access to team competitive sports. • Specialist PE teachers to teach part of the school PE curriculum. • Winners of London Primary Panathlon Championships <p>As part of the Healthy schools initiative and the need to help children make healthier choices, we have taken part and trialed some Funtrition sessions by Premier Sport. This involves children learning about how diet, activity and even sleep can affect how healthy we are. Food to Fork was an initiative from The Havering Catering services, to show how to cook good, wholesome food that is healthy for you. As part of the day, explanations about the Eatwell plate took place in every classroom, as well as during the cooking demonstration.</p> <p>We have had the opportunity, through our work with Everyone Active, to welcome guest athletes and groups who have ran workshops and experiences for the children. This has increased their engagement and participation in sport.</p>	<ul style="list-style-type: none"> • To develop the use of Sports Ambassadors to improve school/club links • To use the Havering School Sports Collective to enhance PE lessons and opportunities for Gifted and Talented pupils • To target less active pupils by ensuring that sports club provision responds to their interests • To investigate helping pupils understand what is needed to live a healthier lifestyle.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2020/21		Total fund allocated: £18,320	Date Updated: September 2020	
Key indicator 1: The engagement of <u>all</u> 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				Percentage of total allocation: 49%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To purchase new equipment for use at lunchtimes so that children are being active during this hour	Use Pupil Voice interviews and staff input to ascertain useful equipment. Purchase new equipment for use at lunchtime.	£300 PE lead release time for equipment audit. £550 allocated to upgrading playground equipment	To be reported on in Summer term. Evidence to be collected from: <ul style="list-style-type: none"> - Climate walks at playtimes - Learning walks - Pupil Voice - Teacher and LSA questionnaires 	To investigate the introduction of a school-wide initiative (e.g. daily mile) to maximize engagement.
To purchase new equipment for use in PE lessons and after school clubs to improve the overall quality of provision	Equipment and curriculum audit to be undertaken to identify gaps in provision and appropriate new equipment. Hiring of coaches to take on the teaching of PE lessons.	£1,940 to have specialist sports coaches taking sessions at lunchtime 4 times a week	Impact: Pupils participate enthusiastically in high quality PE lessons, which are well provisioned. Pupils are active at break times and able to participate in a range of activities in the playground	To assess the impact and improvement of children after having specialist PE coaches. Tracked by improvement in fitness levels and performance in competitions.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To develop the use of Sports Ambassadors to improve school/club links To invite guests e.g. athletes, dance troops and gymnasts into the school to inspire our children	Liaise with Infant school to promote sports ambassadors. Organise for organisations e.g. Everyone Active, West Ham to bring in athletes to work with and inspire the children	N/A	More children taking up sports as extra-curricular clubs	Consider implementing a club based on the workshop if successful.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Use of specialist sports coaches for PE extra-curricular clubs Use of specialist PE coaches for 50% of the PE teaching to improve the quality of PE lessons	PE teaching is graded as good or outstanding across the school. Pupils are enthusiastic about PE and able to participate in a range of sports. The majority of children gaining more sport specific skills regarding	£500 for specialist sports (Extra £1,850 coming from parent contributions and PP funding) £11,530 allocated to have specialist coaches in teaching PE. (Extra £1,000 to come from teacher budget)	Evidence to be collected from: - Lesson observations - Learning walks - Pupil Voice - Teacher assessment data Impact: Pupils participate enthusiastically in high quality PE lessons, which cover a wide range of sports. Staff confidently teach high quality, engaging lessons and know where to get support if needed.	To monitor the impact of specialist coach support in the teaching of PE by permanent members of staff To identify areas of strength within the MAT schools and release teachers to observe outstanding PE lessons. Identify further areas for staff CPD

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To target less active pupils by ensuring that sports club provision responds to their interests	Ensure we offer a variety of after school clubs, e.g. boccia, multi-sports, which cater for different interests and abilities.	£500 - specialist sports coach to take after school clubs that provide new experiences for SEND children (Extra £700 coming from parent contributions and PP funding)	Increased percentage of pupils from target groups attending clubs (to be measured at the end of Summer term).	Having built awareness of some varied sports, more children select a variety of after-school clubs.
Competing in the Primary Panathlon. This is a sports competition created for children with SEN needs and includes a range of sports.	Get our SEN and reluctant sports children to compete and engage in sport.		Wider range of sporting opportunities available.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Purchase of the Havering Sports funding. Organise and run a range of competitive sports competitions throughout the year to give our children experiences of competitive sport.	Organize competitive games and matches in the cluster and have a range of children participating.	£3,000 for the Primary School sports package	A wide range of children (Up to 50%) from the school having the opportunity to compete or represent our school in sporting competitions.	To create annual sports competitions organized within the MAT and Harold Hill cluster to develop skills and enhance awareness of various sports.
Collaboration within the MAT and cluster to organize a range of sporting competitions to help develop the key skills children have learnt.				