

Blean Primary **School**



Making the Most of the School Sport Premium

September 2021 to July 202

In 2021-2022 the school was allocated £19560 in Sport Funding. We have continued to develop our sporting curriculum in-line with government priorities and following current and changing government guidelines and the school COVID risk assessment. We are also proud to have once again achieved the Platinum Sports Mark (see appendix 1)

Our School Key Sport priorities for this year included:

- Create a swimming plan so that all pupils can have access to the core Swimming curriculum and catch-up sessions where needed.
- Re-introduce a full range of extra-curricular clubs (including those that target inactive pupils) and track pupil participation.
- Re-introduce the sports crew in Y5/6 and encourage them to champion active learning across the school and house competitions.
- Re-introduce play leaders to encourage active play sessions across the school.

These fed into the Government key priorities for Sport as below:

Key priority 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.

TARGET	Action Steps	REVIEW - July 2022
All pupils to engage in active learning of 30 minutes per day	<ul style="list-style-type: none"> * Re-introduce Sports crew to Y6 in October. * Sports crew to champion active clocks across the school and collect data and rewards for active learning. * Look for ways to re-vitalise the active run. 	The sports crew was reintroduced in T2. After some additional Covid restrictions in the winter, they were able to begin to encourage more active learning through active clocks and assemblies. JT has led active sessions in PE sessions and at recreational times.
Pupils to be encouraged to participate in active play at lunchtimes.	<ul style="list-style-type: none"> *Train Y6 as playleaders. *Set up playleader rota and buy/allocate resources. *Collect data on non-active pupils and look for club opportunities. *JT active club rotated around year groups as needed. 	Y6 playleaders were trained in the spring term and led active lunchtimes. Year 5 playleaders were trained in the summer and took over the role. Active clubs at lunchtimes were organised to encourage less active year groups. These were mainly targeted at Y3 and 4 where data showed that many pupils were not attending clubs in or out of school.
<i>Additional target added during the year:</i> To prioritise the reintroduction of sport clubs and encourage attendance.	<ul style="list-style-type: none"> *Collect data on club attendance and analyse attendance. *Reintroduce sport clubs and allocate funding to enable more places. *Encourage pupil attendance at clubs 	Although clubs were reintroduced at the start of the year at pre-covid levels, attendance was low and some lost sessions due to classes bubbling also led to low attendance. TAs were paid to enable them to support and lead clubs so that more pupil places could be allocated to clubs. Pupil numbers regained pre-covid levels in the summer clubs.

Funding allocation: £3852.72 (20% of funding)

Impact and sustainability: By the end of the year, club attendance and active learning experiences had reached pre-covid levels. Pupils have developed leadership skills to encourage younger pupils to be more active. The funding enabled TAs to be paid for clubs and this may not be sustainable without funding in the future.

Key Priority 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement.

TARGET	Action Steps	REVIEW
All PE lessons are high quality and engaging for all pupils.	Pupil voice about PE lessons across the school. CT training on STEP changes in PE to help engagement of SEND pupils.	DI led staff meetings on safety in sport and inclusion for all. Alongside encouraging all pupils to engage in sport at Blean, the Sports crew and Boccia leaders led an inclusive sport afternoon for local schools at Canterbury Academy. This formed the basis of our Platinum application.
Sports lost during COVID are reintroduced into the curriculum.	Re-introduce Rugby in Y5/6 Re- introduce gym across the school.	Training on Rugby and Gym were given by JT. Staff were shown how to access the large PE equipment. Dance sessions were held for EYFS and KS1 by a professional dancer to show how Dance could contribute to the wider curriculum. Racket sports were re-introduced to Y5 with visiting coaches leading a term of lessons.

Funding: £649 (3% of funding)

Impact and sustainability: Our focus on sport for all and engagement in activities has had an impact on pupils within the school as they are encouraged to participate fully in PE and also in the local area through our Inclusive day. This has encouraged a link with a local inclusive sport company within the sports partnership that will hopefully lead to more SEND sport opportunities next year. This is fully sustainable in the future.

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

TARGET	Action Steps	REVIEW
All staff are confident in safely teaching all elements of PE for their year group.	PE safety revisited with all staff July 2021. Safety in Gym practical session for all staff. JT training for staff on subject content and lesson styles.	JT has worked with each year group every term throughout the year giving detailed plans and demonstrations of different PE sessions as requested from teachers. Additional training in Cricket was received for Y2-6.

Funding:£3337 (17% of funding)

Impact and sustainability: Staff are confident to teach all aspects of the curriculum for their year group. Pupils receive high quality learning and planned sessions. Some of this training will need reviewing next year as new teachers join the school or move year group. Gymnastics needs to be a focus for the year as this has been the last aspect of PE to return to pre-covid levels.

Key priority 4: broader experience of a range of sports and activities offered to all pupils and increased participation in competitive sport.

TARGET	Action Steps	REVIEW
All pupils in EYFS to have access to balance-ability lessons and build balance skills.	<ul style="list-style-type: none"> *Create secure storage for balance bikes. * Staff in EYFS following a plan for lessons with all pupils *Balance skills assessed in EYFS and impact assessed. 	Balance bikes storage has been purchased and they are in use in EYFS. This has developed balance and independence skills within the cohort.
House competitions are re-introduced across the school led by sports crew and playleaders.	<ul style="list-style-type: none"> *Decide the range of events for the year with sports crew. * Carry out activities in PE lessons and lunchtimes. * Assess participation and encourage greater participation across the school. 	Early competitions were disrupted by COVID restrictions but the crew led a range of activities with help from JT from T4 onwards. This is an area that needs careful planning next year to make sure that the competitions span the whole year.
Additional target: To return to pre-covid competition levels and encourage all pupils in Y6 to represent the school at a competition.	<ul style="list-style-type: none"> *Enter the Canterbury Sport partnership competition calendar and competitions run by other local schools and sport clubs. *Encourage Y6 pupils to choose competition or festivals to attend to develop participation by all. 	A range of competitions were entered (see below) All pupils in Year 6 were offered a place at a competition or festival - this included Judo taster days and This Girl Can festivals and a NYC (New Young Competitors) Dodgeball competition. 60/61 pupils attended a sporting event.

Funding: Balance bikes £2100 (11% of funding)

Funding: In-school competitions £1203 (6% of funding)

Funding: Competitions £5613 (29% of funding)

Impact and sustainability: The status of competition and participation in sport has been raised and attendance at sporting competitions is now above pre-covid levels. Year 6 have been encouraged to have an inclusive attitude towards competitions and many who attended one competition have gone on to join more clubs and attend further competitions.

The majority of the funding for competitions (£4613) was spent on coaches. This is not sustainable in the future and different methods of transport need to be sought for next year.

Term	Competitions we took part in:	Number attended	Totals for term
1	Cross Country All	20	
	Handball (2 teams) Y6	9	
	Tag Rugby (4 teams) Y5/6	37	9 teams
	Football match Y6	10	96 players
	Cross country All	20	
2	Basketball (2 teams)	14	
	Sportshall athletics Y4/3	24	
	Speed stacking Y4 Y6	8	
	Football match Y6	8	6 teams
	Cross country ALL	Cancelled	54 players
3	Dodgeball (2 teams)	12	
	Cross country Y2-6	14	4 teams
	Kent college hockey Y5/6	9	35 players
4	Cross Country Y3-6	16	
	Football matches X2	12	
	Cross Country Chartham	56	
	Hockey St Edmunds	9	
	Judo taster session Y5/6	26	
	Racket pack festival Y5	16	20 teams
	Quicksticks Hockey Y5/6	24	178 players
	Inclusive Day – sports crew, boccia etc	19	
5	Athletics ALL	17	
	Racket sport Y3/4	12	3 teams
	Tri Golf Y3/4	10	39 players
6	Athletics ALL	21	
	Cricket Y3-6	27	9 teams
	Athletics ALL	14	96 players
	Girls Cricket Y4/5/6	16	
	This Girl Can Y6	6	Year Totals 51 teams
	Multi Skills Y2	12	498 players

Additional Priority: Pupils achieve KS2 Swimming expectations by the end of Year 6

TARGET	Action Steps	REVIEW
All pupils in Y3 and 4 have access to 10 core swimming lessons.	Book pool slots Book coaches Risk assessment Organise adults Attend sessions Assess pupils against end of KS criteria on a system	All pupils in Y3 and 4 received their allocated lessons. This has caught up all swimming missed due to COVID.
Year 6 pupils who have not had achieved end of KS expectations have access to catch-up lessons in T5/6	Assess pupils against end of KS criteria in consultation with parents. Book lessons, coach, risk assess and organise adults Assess pupils after sessions against criteria.	16 pupils from Y6 had not met swimming expectations at the start of the summer term. They were given the opportunity to attend 10 additional swimming sessions. 9 pupils achieved the end of KS expectations from these sessions and all pupils developed their swimming skills.

Funding (Y6 only) £2612 (13% of funding)

Year 6 leavers 2022	
Percentage of pupils who achieved all aspects of the KS2 swimming curriculum	89%
Percentage of pupils given additional swimming sessions	26%

Total funding overview:

Budget allocation: £19560

Spend: £20091.72

Overspend: £531.72 This was due to a late bill arriving from last year £328 and an unanticipated increase in coach prices in T5/6 due to rising fuel costs. Transport will need to be re-considered next year if we are to maintain the level of competition entries.

Priorities for next year:

- Re-invigorate Gymnastics teaching throughout the school to ensure participation by all pupils, skills progression and staff competency in teaching.
- Develop a travel plan to help ensure greater sustainability of competition entries.
- Develop an in-school competition plan that runs throughout the school year making greater use of the Sports Crew
- Continue to encourage active learning throughout the year.

D Irons July 2022



Appendix 1: Our Platinum Sports Mark application

Chosen Topic: Demonstrate how you are engaging those young people that need it the most in the School Games and evidence how you know they are benefiting.

Blean School Answer:

After our return from the second lockdown, I surveyed staff and pupils about their engagement in sport and active learning. From the results of this survey, the following actions took place:

In a staff-learning session we discussed pupils with high-level SEND needs to make sure 100% of pupils were accessing high-quality PE provision. This included training teachers and teaching assistants in making STEP changes to activities and engaging all pupils. As a result of this 100% of pupils are now taking part in class PE sessions - either partially (then moving on to their specific PE plans) or fully. For example, one pupil moved from refusal to participate to accessing over 75% of each lesson and continuing to be active for the final 25% with targeted support.

Secondly, a group of pupils who had been very inactive during lockdown were identified. Younger pupils were targeted with additional lunchtime active activities led by a PE specialist and teaching assistants. Older pupils were trained as playleaders for younger pupils. This really developed their confidence to take part in active sessions and their enjoyment of sessions. Many previously inactive pupils signed up as playleaders and also began to join in with more active lunchtime sessions themselves.

Our next step was to monitor the up-take of competition opportunities by SEND pupils. Competitions and festivals were carefully chosen and mapped for pupils and they were carefully prepared to take part. Pupils with high-level SEND had good experiences of representing the school which led to greater confidence in participating in sport at school.

When the Sports Crew members were chosen (after completing applications for the post) and trained, pupils from all targeted groups were encouraged to apply and give their voice. As they led assemblies and spearheaded new initiatives this encouraged all pupils across the school to take part.

Having initiated an Inclusive Sports Festival a few years ago, run for local schools, this year we developed and extended the opportunity for more schools to attend. Working closely with our SGO, we moved the event to the local secondary school sports hall to enable more schools to attend (an increase of 50%).

We also invited an inclusive sports provider to attend and run one of the events which enabled them to create links with a range of schools. The other 4 events were run by members of our school sports crew, Boccia team and 'specialist' leaders - many of whom were in targeted groups including those with behaviour needs, ASD and ADHD profiles. 9 schools attended the event, bringing a range of pupils with barriers to participating in sport, with 19 pupils from our school helping to plan, organise and lead the event. This highly-successful event has led to discussions about creating a full calendar of Inclusive sport events within the partnership next academic year. Our pupils, who led the event, developed their leadership skills and engagement in sport - they now have a 'I can do this - I am a leader' attitude and are looking forward to continuing to developing their leadership skills further either within our school or at their secondary schools.

Supporting paragraph from SGO

Feedback

Blean are an outstanding school when it comes to sports and PE. The PE lead, Dawn Irons, goes above and beyond to ensure they attend every possible event/festival and that every child is included. What they run within their school in regards to clubs and Active 60 is something they should be immensely proud of. This year, not only have they attended the commonwealth projects that were offered, they also hosted and ran an 'Inclusive Day' for our local schools. They organised the event and the sports leaders from Blean school ran the activities. Some of the sports crew members had SEN themselves! Dawn always has extensive paperwork and registers to highlight how and what children she has identified and ensures they are attending clubs and being signposted to community clubs. I am very proud that Blean are part of the Canterbury City area!