

Busbridge CE Junior School ~ Sports Premium Report ~ 2023 / 24

Vers November 2024



Key achievements to date (2023/24):	Areas for further improvement and baseline evidence of need (2024/25):
<p><u>Key Indicator One</u> ('The engagement of <u>all</u> pupils in regular physical activity') Wider participation of targeted cohort groups at lunchtime due to more structure (e.g. activities and rota used to target cohorts; adult and child led clubs targeted towards specific child cohorts)</p> <p><u>Key Indicator Two</u> ('The profile of PE and sport being raised across the school as a tool for whole school improvement') Sport at BJS continues to have a real 'buzz' about it. Parents and children have continued to express appreciation for the high profile of PE in the school. We are embrace every sports opportunity that we can facilitate, as events pick up post-Covid. 85% of the school pupils represented the school in an inter-school event.</p> <p><u>Key Indicator Three</u> ('Increased confidence, knowledge and skills of all staff in teaching PE and</p>	<p>Maintain Gold Sportsnark</p> <p><u>Key Indicator One</u> ('The engagement of <u>all</u> pupils in regular physical activity') To monitor the extent to which key cohorts are involved in regular physical activity: to what extent are our EAL, ELSA, Vulnerable, Disadvantaged and HSLW children involved in regular sport, clubs and/or physical activity? To facilitate participation in a sport event/club for these children as required. To facilitate participation in a club by the less active children. MUGA used more at break and lunchtimes to enable more physical activity across the week.</p> <p><u>Key Indicator Two</u> ('The profile of PE and sport being raised across the school as a tool for whole school improvement') To exceed 85% participation in external events and competitions target by July 2025 (for academic year 24/25) Re-ignition of planned Inter-House sporting events (e.g. football, benchball, netball, cricket, rounders) Catch-up swimming programme introduced for current Y5 & Y6. Gum wall bar equipment reinstalled in the Hall for more challenge PE lessons.</p> <p><u>Key Indicator Three</u> ('Increased confidence, knowledge and skills of all staff in teaching PE and</p>

<p>sport')</p> <p>Though the use of external Hockey and Cricket coaches to lead in-school PE sessions our staff have seen and participated in high quality, sport specific coaching.</p> <p>Training/CPD for our teachers in the teaching of Gymnastics at KS2.</p> <p><u>Key Indicator Four</u> (‘Broader experience of a range of sports and activities offered to all pupils’) Wider variety of sports opportunities at lunchtime and after school which the children have helped to select (e.g. Handball, Dodgeball, basketball).</p> <p><u>Key Indicator Five</u> (‘Increased participation in competitive sport post Covid pandemic’) We have embraced the re-opening of competitive school sport for KS2 children. We have entered every event possible. This has been possible by using the Sports Admin Lead (SAL) role and a wider base of class teachers. We continue to have a clear focus on maximizing participation. Current pupil % participating in external events and competitions (up to end of July 2024 = 85% (In the year prior to the pandemic we achieved a pupil representation % of 92% ; last year: 85%). Our lower % this year is due to less local confederation-run sporting events being held.</p>	<p>sport')</p> <p>Provide opportunities for teachers to (i) attend training in the teaching of Dance at KS2, (ii) continue to share expertise in teaching of hockey and cricket. (iii) training in use of Gym Wall Bars</p> <p><u>Key Indicator Four</u> (‘Broader experience of a range of sports and activities offered to all pupils’) Key children / cohorts targeted through careful selection of sports clubs run by our staff and external club providers. Teach Handball in lunch clubs (with an intra-school festival in Summer '25)</p> <p><u>Key Indicator Five</u> (‘Maximise participation in competitive sport’) To embrace sports events opportunities and ensure that a wide cross section of children attend events and represent the school.</p>
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%

Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements.
Have you used it in this way?

No

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: 2023/24	Total fund allocated: £23,432 Total spent = £18540 (carry forward of £4892)	Date Updated: vers 28th Nov 2024		
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 spend: 36%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports Admin Lead (SAL) monitoring and targeting key cohorts: cohort-targeted clubs at l/time (PP / SEN / gender clubs) Pupil Voice / School Council asked about lunch /-time sports so that the sports they want are provided. School to fund club places for specific PP/Disadv children To provide opportunities for supervised physical indoor and outdoor play with a variety of sports. Use of MUGA at lunch and break to provide more opportunities for physical activity. Leadership opportunities for Y5 children.	Lunchtime Hall Sports club BB's lunchtime Sports activities on the MUGA Resources purchased that facilitate physical exercise, for example clubs and basketball at break Field physical play boxes resourced (four different boxes) to provide sport / physical activity options at lunchtime on the field (new from May 24) Physifun leaders from Y5 in place, leading LSch clubs	£3581 (CP) £2100 (BB) £1070 T = £6751	It is not possible to put a number of children positively enabled through the indoor and field lunchtime club as there is 'free flow'. However there is always a high level of participation. Very high take up for the stated activities. Access to the field at lunchtime results in a lot of independent sport focused play, for example training for girls football / cricket matches. The Physifun led clubs have been a success at increasing participation of less active children.	To investigate the link between well-being and physical activity: to what extent are our ELSA, Vulnerable, Disadvantaged and HSLW children involved in regular sport, clubs and/or physical activity? To facilitate a terms participation in a club by the less active children. Physifun / Sports Leaders to run with next Y5 cohort

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total spend:
				9%
- Sport at BJS continues to have a real 'buzz' about it. Parents and children have continued to express appreciation for continued high profile of PE and sport in the school over the last five years				
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To maintain the high profile of PE and sport across the school.</p> <p>To provide opportunities for children to engage in physical activity to enhance their well-being and ability to focus on their learning, both in and out of the class.</p> <p>To engender a greater level of pride and success in the children with regards to their abilities and membership of our school community.</p> <p>To confirm the place of inclusive PE and participation as a key aspect of our school life.</p> <p>To create a safe and creative playground for physical activity.</p>	<p>Achievements celebrated in assembly (match results + notable achievements).</p> <p>Various resources: Field and playground markings Trophy engraving Field-play equipment</p> <p>MUGA usage</p> <p>Sharing of sporting rationale with parents</p> <p>Greater use of MUGA and playing field at break / lunch – weather and staff dependent</p>	<p>£1700</p> <p>T = £1,700</p>	<p>It is not possible to put a number of children positively enabled through the field lunchtime club as there is 'free flow'. However there is always a high level of participation, especially now it is year-group based.</p> <p>Teachers talk of the positive impact on learning and attitudes back in class after lunchtime sessions.</p> <p>PE and sports participation continues to create a 'buzz' in the school. This is noted by children and parents. The school has a more positive standing in the school and wider community.</p> <p>Opportunities to share success of all participative sport is embedded (whether it be a tournament, taster or festival)</p> <p>Key children's self-esteem is having a positive impact on learning.</p> <p>We chose a strategic team for District Sports, and won all bar one trophies.</p>	<p>Use of BB and the new MUGA to broaden the scope of sports offered at lunchtime, and so broaden the level of pupil participation.</p> <p>To exceed 85% participation in external events and competitions target by July 2025</p> <p>Planned Inter-House sporting events (e.g. football, benchball, netball, cricket, rounders, dodgeball, handball)</p> <p>Install Gym bars in Hall</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total spend:
				8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Though the involvement of Farncombe Cricket Club and Guildford Hockey Club, a peer coaching model helps to develop the PE teaching skills of teachers.</p> <p>To enable less experienced teachers with the opportunity to take sports teams to competitions.</p> <p>Focus on safety using Gym equipment, which is child-led through posters and discussion.</p> <p>High quality PE lessons delivered by PPA cover staff</p> <p>Teaching and Learning in PE is appropriately structured to aid effective learning.</p>	<p>Coaches from the two clubs organized to come in the school to lead coaching sessions, which teachers observe, and participate in.</p> <p>Cover for teachers new to sport to attend events</p> <p>PE Lead led this with pupils</p> <p>Observations of PPA PE providers carried out by SLT and PE Lead (developmental feedback and strengths were shared</p> <p>Progressions of Skills document completed for curriculum PE. Topic links to dance/gym reviewed and amended as necessary.</p>	<p>(FCC: free of charge) Hockey : £840</p> <p>440</p> <p>0</p> <p>0</p> <p>0</p> <p>T = £1280</p>	<p>Teachers show greater confidence in teaching key PE skills. PE lessons show more emphasis on skills teaching.</p> <p>More teachers led clubs and took teams to inter-school events.</p> <p>Teachers trained and ready to lead PE Gymnastics sessions.</p>	<p>Provide opportunities for teachers to:</p> <p>(i) attend PE teaching sessions led by PPA PE staff (ie Mr Broad),</p> <p>(ii) CPD session focusing on skill development in Dance</p> <p>(iii) CPD session with new wall bar equipment</p> <p>(iv) Sept 24 – introduce new PE scheme</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total spend:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Rugby training session for Girls</p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.: Dodge Ball club, Girls footie Basket ball hoops, PhysiFun events / clubs and child-led clubs</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<p>Provided free by parents who coach rugby at G&G Rugby Club</p> <p>Club offer changed in response to putting on clubs that (i) children want (e.g. girls football), (ii) more accessible for SEN / less sporty (Dodgeball, Handball) (iii) clubs children want to run for each other (e.g. basketball, dodge ball, multi sport)</p> <p>Maintain a sports event participation pupil record to ensure (i) a fair distribution of events, (ii) a focus on those children who have participated less</p> <p>PGL Y6 residential – PE / Outdoor Ed : ensure finances do not stop a child from attending</p> <p>Wider scope of clubs and events attended, so enabling more children to attend (e.g. dodgeball, dance)</p>	<p>0</p> <p>£3,000 (CP)</p> <p>T = £3000</p>	<p>The log has (i) kept a record of participation, and (ii) enabled us to select teams based on a number of factors, including prior attendance at events</p> <p>PGL residential provided so many opportunities that children would not otherwise experience. The parental support (PTA) helped key children to attend.</p> <p>Out of approx. 26 clubs per term, approx. 16 are sport / PE focused. They cover a wide range of interests. If parents struggle to fund participation we do assist.</p>	<p>Use of BB and the MUGA to broaden the scope of sports offered at lunchtime, and so broaden the level of pupil participation.</p> <p>Use of SAL to increase participation and widen the scope of sports offered, focusing on the less active</p> <p>SAL to facilitate child-led clubs at lunchtime.</p> <p>Explore further how the funds can be used to make individual personal impact through supporting key families.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total spend:
				31%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To maintain membership of key sporting partnerships.	GDPSSA subs Godalming Confederation / GLP Event registrations	100 1974 75		Continue funding CP as Sports Admin Lead (SAL)
To broaden the scope of festivals, which are competitive but with a greater focus on inclusion. To increase participation, ensuring that key pupils also have opportunities to represent the school and participate in competitive sport.	Cover for sports events (e.g. Hockey, football) Use of CP for sporting events Coach for District Athletics	(in sect 3) 1,000 660	Notable success in competitive sport e.g.: District Sports - champs in all categories bar 1 Teams sent to a wide range of sporting competitions, e.g.: football, dodgeball, athletics, dance, netball, basketball	Benchball and / or Handball – organize an inter school transition tournament Athletics – further prep of an even wider range of children for the athletics season.
Purchase of appropriate representation kit A 'Can-Do' culture regarding sporting events. Inclusive by targeting some events to win and others to attend : balancing excellence with inclusion.	Cricket kit for school teams	(donated by parent)		To focus on the small % who did not represent the school in sport during 23/24.
Use Sports Admin Lead (SAL) to carry out admin tasks which enable activities / events to take place.	Continues employment of CP in the SAL role.	2,000 T = £5809		