



HEACHAM JUNIOR SCHOOL PE PREMIUM SPENDING REPORT 2019/20



Y6 SWIMMING 25M 19/20	Y6 PERFORM SAFE SELF-RESCUE	Y6 SWIM VARIOUS STROKES
32/37=86%	28/37= 76%	30/37=81%



Beliefs and Values

At Heacham Junior School, we believe that physical education plays a vital role in the development of children, where they learn to develop a healthy lifestyle, raise achievement across the curriculum, develop confidence, teamwork and leadership abilities and develop and embed a sporting habit for life.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Maintaining an environment that builds physical literacy within the school so that children can be active on site before school, during breaks and after school as well as during lesson times so that 30 mins activity is met ● Increasing the number of sporting opportunities in school at a whole school level and inter school level. ● Developing teacher subject knowledge and introducing new sports ● Raising status of sport and competition so that there is increased participation in cluster events that motivates children and families <p>Good participation rates in sports and clubs with competitors volunteering for all competitions entered – sprint, trigolf, team events, athletics, swimming, football</p>	<ul style="list-style-type: none"> ● Increasing sports for girls so that girl’s confidence, participation and skill matches boys -represent 50% of team events and individual sports ● Introduce 60 mins daily challenge by involving families in Walk To School sessions, Quick organised activity before bell goes (jogging on site, 10 mins aerobics, and organised sports coaches at lunchtimes ● Increase conscious delivery of physical literacy, focusing on fun and enjoyment and aiming to reach the least active.
Academic Year September 2019– August 2020	Total Funding allocation

Evidencing the Impact of the School Sport Premium

The following guidelines outline what Ofsted Inspectors will be looking for upon their visits.

1. Increase participation rates in such activities as games, dance, gymnastics, swimming and athletics;
2. Increase knowledge of teachers within the subject area through CPD, team teaching and access to resources
3. Increase, amount and success in competitive school sports both inter and intra school;
4. More inclusive physical education curriculum;
5. Growth in the range of provisional and alternative sporting activities (new sports);
6. Improved partnership working on physical education with other schools and other local partners (School Sport Associations, NGB’s, County Sports Partnerships, clubs etc);
7. Links with other subjects which contribute to pupils’ overall achievement and their greater social, spiritual, moral and cultural skills;
8. Greater awareness amongst pupils around health and wellbeing e.g. dangers of obesity, mental health,

smoking and other such activities that undermine pupils' health
9. Improved physical education lesson planning and pupil assessment.

KEY PRIORITY TARGET

More inclusive physical education curriculum to improve physical literacy- enjoyment and confidence
Growth in the range of provisional and alternative sporting activities (new sports)

Enrichment Sports Activities at Heacham Junior School planned for 2019/2020

- Multisport club
- Dance and performance event
- Archery
- Tri Golf, Tag Rugby
- Bike eventing/ sponsored bike ride
- Walking
- Jogging Club
- Beach session
- Sponsored colour run
- Area cluster sports
- Forest School Sessions onsite and offsite
- Hosting KS 1 fitness festival
- Sports Day at Junior School with other schools

Academic Year: 2019/2020	Total fund allocated: £ 17,370	September 2019		
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 60 minutes of physical activity a day in school				Carried Forward : £3,525 will be used to develop play equipment – this was prevented from being completed because of lockdown
INTENTION School focus with clarity on intended impact on pupils:	IMPLEMENTATION Actions to achieve:	Funding allocated:	IMPACT Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ● Increase participation of pupils in daily organised activity to 60 mins with sports sessions organised daily at lunch time ● Focus on physical literacy (enjoyment, confidence, competence, understanding and knowledge) ● Raise awareness for children and families of benefits of regular activity on health and wellbeing ● Increase parental commitment to support health lifestyles for children 	<ul style="list-style-type: none"> ● Organise CPD for MSA and TAs using School Sports Coordinator Tracey Bowyer that develops simple fun, organised games that can be played at break and lunch – Play leaders, Play Buddies to initiate and organise these games ● Buy in Sports Coaches for some lunch sessions each week on field ● Increase fun sports equipment ● Increase safe places to play around existing play equipment Start organised activity before school – linking with family drop off ● Initiate walk to school project for local residents 	<p>£2,400</p> <p>7/12 spent=£1,400</p> <p>£30 ph</p> <p>3 sessions pw</p> <p>£2,700 Per annum</p> <p>7/12 spent=£1,400</p> <p>1,500 allocated</p> <p>All spent</p> <p>£1,500 allocated</p> <p>Carried forward 20/21</p>	<p>Encouraged by staff and other pupils, 100% children are all active at break times, playing games and exploring physical development opportunities provided</p> <p>Sports coaching short sessions at lunchtime enable additional knowledge and skills to be taught to build competence and confidence</p> <p>Less confident pupils (girls, less active) are observed enjoying resources and taking part in activity</p>	<p>Allocation of lead MSA at lunch to encourage participation and organise play leaders to continue leading games worked really well and equipment was stored, organised and used by pupils over lunch</p> <p>Sports coaches to model games for MSA so that they can continue sessions in future- this worked well though sessions were limited due to coronavirus</p> <p>continue focus into 20/21 in line with Gov obesity targets</p> <p>Girls and Less active placed into sporting competition events to encourage confidence and enjoyment</p> <p>Posters for families reminding them about the value of increased daily activity- reward passports, walking bus between Heacham?</p>

<p>Key indicator 2: Increase knowledge of subject area teachers through CPD, Team Teaching and access to resources £ 3,200</p>				<p>£2,200 Spent</p> <p>Carried Forward: £1,000 for new PE scheme because we could not train all staff effectively over summer term</p>
INTENTION School focus with clarity on intended impact on pupils:	IMPLEMENTATION Actions to achieve:	Funding allocated:	IMPACT Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Staff will report increased knowledge to deliver wide range of sports- both traditional and inclusive following model sessions with TB Staff feel confident teaching Real P.E 	<p>Tracey Bowyer to model 3 sessions per teacher through year Dance, Gym and games</p> <p>Paired observations with HJS staff</p> <p>Real PE Training for 2 member of staff £450pp Staff Refresher £ One P.E lesson a week is to be taught using the Real P.E program</p>	<p>£2,200</p> <p>All spent as continue working through lockdown remotely</p> <p>Unallocated £1,000</p>	<p>100% teachers will deliver confident lessons with good deployment by teaching assistants</p> <p>All teachers report that knowledge, skills and expertise for teachers are increased through supporting across key stages</p> <p>Real PE is delivered weekly across Ks1 and Ks2</p> <p>Pupils report enjoyment and engagement for all is observed</p>	<p>Good levels of enjoyment and participation from pupils and staff working with TB , delivered Norfolk Games remotely to maintain engagement during lockdown, shared with other schools for sustainability costs-continue 20/21</p> <p>Real PE was not purchased following audit of trust staff – PE lead will be given time to create and implement bespoke plans using Get Set PE 20/21</p>

Key indicator 3: Broader experience of a range of sports offered, new sports for inclusion £2000				:£1500 spent Carried Forward: £500 this was not spent due to restrictions in visitors on site
INTENTION School focus with clarity on intended impact on pupils:	IMPLEMENTATION Actions to achieve:	Funding allocated:	IMPACT Evidence and impact:	Sustainability and suggested next steps:
Increase positive attitudes to sport and activity opportunities particularly for girls	Build musical, social and colourful activity into sports curriculum overview Purchase resources and organise events Dance athon Yoga week Zumba sessions before school Baton/ribbon twirling Dance club Invite successful female sport people (eg former Heacham pupil Captain Norwich City women's team) into lead assemblies, visit classes and run coaching clubs	£1000 for resources - spent £500 CPD for sports overview -SPENT 500 for Sports celeb – NOT ALLOCATED, free online opportunities during lockdown £1000 for resources	Girls are chosen for competitive sports event so that the split is 50/50 girls and boys All pupils receive inspirational messages from female sports people on termly basis Termly opportunities for dance/performance activity Weekly dance club Resources at playtimes to access movement	Audit with JD continued to support PE Lead Dance club delivered by KW, Oti Mabuse dance in school, Joe Wicks provided free opportunities to motivate Continue resourcing in 20/21 and set up w alk to school and active mile on large grounds Look into online PE opportunities like Norfolk Games/Joe Wicks /Oti Mabuse

Key indicator 4: Delivery of health awareness within curriculum – healthy body, healthy food and healthy mind £3580				Carried Forward: £1400 carried forward as works postponed after March. Reconsider strategy for bubbles 20/21
INTENTION School focus with clarity on intended impact on pupils:	IMPLEMENTATION Actions to achieve:	Funding allocated:	IMPACT Evidence and impact:	Sustainability and suggested next steps:
Develop space in day for mindfulness and mental health Increase links with whole body health building opportunities to cook and share healthy food	Find a cosy, calm space close to classes to adapt into chill out space for reflection Resource with sensory, de stress resources/lights/cushions Deputy Head lead implementation of Jigsaw across school Utilise Jigsaw resources and lessons for weekly lessons that emphasis healthy whole body and lives	£3600 7/12 spent £2,100 for equipment Used outdoor forest space to give pupils wellbeing and time to relax , organising sensory room with match funding	All children have simple strategies to calm themselves down and realise this is good for their health Space is completed and used on daily basis by Dec 19 100% children receive good teaching for health education (evaluated through Healthy Schools matrix 2019) and can talk about it	Develop further sensory room Using our outdoor space to develop healthy, active participation worked well – use of the space since pandemic has been problematic so funds can be used in each bubble to create outdoor space for wellbeing and exploration More spaces indoors in each bubble can be further developed.