

Primary PE & Sport Premium 2020/21

For several years, the government has provided additional funding to improve provision of physical education (PE) and sport in primary schools. The grant is ring-fenced, so schools must spend the additional funding on improving their provision of PE and sport but have the freedom to choose how they do this within five key areas:

- Engaging all pupils in regular physical activity;
- Raising the profile of PE and sport across the school;
- Increasing staff knowledge, skills and confidence to teach PE and sport;
- Broadening the range of sports and activities offered to pupils; and
- Increasing participation in competitive sport.

In financial year 2020/21, Barnes Primary's funding allocation was **£19,805.00**. There was no unspent grant carried forward from 2019/20 (the school reports on grant expenditure over financial - rather than academic - years and there was therefore little interruption as a result of the pandemic during the previous period as schools closed only days before the end of that financial year).

The money received in 2020/21 was assigned towards additional expenditure on PE and sport as follows:

- The purchase of additional sports equipment, enabling each class 'bubble' to have their own designated set of resources during the pandemic, together with a portable PA system for each building to facilitate PE lessons moving outside during the restrictions (£545);
- Installing additional equipment (such as a climbing wall) and activity markings (such as cricket lines and hopping numbers) in new areas of the school grounds to allow children to keep active whilst having to play in segregated areas during the restrictions (£366);
- Installing multi-sport pitch markings in two playgrounds to expand the variety of sports that the school can teach and our pupils can play (£2,095);
- Membership of AfPE (Association for Physical Education) and Youth Sports Trust to gain information, research and best practice on school sport and effective use of the PE and Sports Premium; specific resources on active recovery following the pandemic; and resources to inform Continued Professional Development on PE for classroom teachers (£325);
- Adding a clamber stack unit to the nursery playground to improve upper body strength and to teach balance and movement from children's earliest years (£9,248);
- Creating an elevated balance track around the Key Stage 1 sandpit to encourage less agile children, and those that would normally gravitate to sedentary activity in that area, to improve core stability and risk-taking (£5,971);
- Buying in hours from a specialist organisation that runs activity programmes to provide sessions to vulnerable and critical worker children on site during school closure and online 'Wake Up, Shake Up' sessions for those children learning remotely – the latter being cascaded to school staff, allowing the initiative to become part of the normal daily routine on reopening (£1,318);
- Buying in hours from the same organisation to provide additional PE teaching resource to allow all children to access specialist sports teacher-led lessons when schools reopened, despite being in number-limited 'bubbles' (£368).

Outcomes

Children's activity levels were very significantly affected during the pandemic, being confined to home for long periods, with sports venues closed and contact and team sports and swimming cancelled. Research shows that, nationally, almost a third of children were classed as 'inactive' (doing less than 30 minutes' exercise per day) during lockdown. The effect of restrictions was greater on children from deprived and ethnic minority backgrounds, and boys - traditionally more team sport players - were affected more than girls [The impact of coronavirus on activity levels: Sports England].

Barnes Primary School worked very hard from the start of the first lockdown to mitigate the risks of possible inactivity, bringing in external providers to deliver PE and sporting activity to those children who remained at school under one of the permitted attendance categories. As the first lockdown progressed - and in subsequent lockdowns - those children that obviously lacked opportunity or ability to be active within their homes, and in some cases even to take their permitted exercise outside, were added to the vulnerable pupils list and so encouraged to attend school during general closure in order to improve their activity levels. As well as both recorded and live PE sessions for those children learning remotely, movement breaks were introduced to their daily schedules ensuring that they were not sitting down for extended periods of time. Several teachers created videos of themselves exercising or dancing for the children to follow. As lockdown continued and some pupils' engagement flagged, interest was reignited by putting on remote 'Wake Up, Shake Up' sessions delivered by an external sports activity provider. This initiative was cascaded to school staff and many continued the programme during subsequent lockdowns and now that children have returned to school. Parental feedback was extremely positive about the school's PE and activity offering during closures and they enthusiastically uploaded photographs of pupils (and often their extended families) to our online learning platform.

When schools reopened, lessons moved outside where possible and dedicated PE equipment was provided to each bubble in order that children could enjoy the same PE experience as prior to the pandemic. As a result, pupils embraced sport and movement again quickly. The school also opened a wide variety of sports clubs within bubbles to encourage children to remain active outside school hours in order to kick start recovery from their lockdown experiences. Emerging data on demographics adversely affected by lockdown, analysis of lockdown experience feedback that all parents were asked to complete and teacher assessment of fitness levels were all used to inform priority when filling these clubs. The creative remodelling of diverse areas of the school grounds allowed us to segregate bubbles at playtime and lunchtime, whilst still giving every group an opportunity to be active. In fact the new activities introduced, being necessarily smaller and more individual in nature, encouraged those children who had previously been reluctant to play large team games to climb, jump and balance. These activity stations will therefore be retained in these more normal times.

As a result, our cohort are in mostly excellent shape post-pandemic: PE and sport is generally still embraced by our pupils as one of the best parts of their day and they have not gained significant weight during the period. Some of course have lost levels of fitness and our plan going forward is to address the deficit in those children that did suffer from reduced and/or constrained activity during the past 15 months, whilst capitalising on the diversity of new sports and activities that children took up in lockdown. The school is already planning as many internal and external competitive tournaments and fixtures as possible, including leading on locality sports days, as this was the one key area that we couldn't address during the pandemic.

The Primary PE & Sport Premium will continue for 2021/22 and the school expects to receive c. £19,780. The funds will be earmarked for the following initiatives:

- Reinstating previous programmes that had to be shelved during the pandemic to address the deficits that children will have experienced during that time with limited sporting opportunities; specifically:
 - Re-engaging a sports TA to increase sports administration resource so allowing greater participation in intra-school tournaments, external fixtures and borough and national competitions; and
 - Providing both subsidised and fully-funded before and after school sports and fitness clubs to pupils;
- Holding a sports focus week - with providers of diverse sports coming in to school and the school taking pupils to local sports venues such as beach volleyball courts - to widen pupils' sporting experience, to show them what is available locally and to reignite a love of sport following periods of lockdown;
- Buying in additional PE teacher hours and external providers to deliver targeted fitness sessions for reluctant children and those that have fewer opportunities to be active out of school;
- Using the above as a CPD opportunity for non-PE staff to further their confidence and ability when delivering class PE lessons;
- Expanding opportunities to embed sport throughout the school programme: for example house competitions, fundraising events, Daily Mile and Bike to School initiatives;
- Weekly assemblies on healthy lifestyles and healthy choices for pupils;
- Working with an organisation that runs activity programmes to provide sports training sessions, games and matches at lunchtimes to ensure that children are encouraged to be active, whether competitive or not.