

Herne Bay Junior School Accountability Review 2020-21



'At Herne Bay Junior School we believe that all children should enjoy physical education and sport. Through physical education and sport we aim to improve health and well-being and promote active participation in a range of physical activities, in a safe and supportive environment.'

Summary of Pupils on roll and Sports Premium received

	2020-21
Sports Premium Grant	£16,000 plus a premium of £10 per pupil = £20,590
Total number of pupils on roll	440

At Herne Bay Junior School, the Governors and Headteacher believe the purpose of the Sports Premium should be:

- To ensure that teachers offer high quality Physical Education as part of the school curriculum and that continual professional development for existing staff is on-going.
- To build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.
- To provide appropriate competitive school sport opportunities for all children who wish to take part.
- To encourage children and their families to take part in sport in school.
- To identify, enthuse and engage with children and families who are less active and therefore, less likely to choose sport and exercise as a lifestyle choice.
- To increase the number of children who take part in an after school sports club by offering a range of activities.
- To work in partnership with other organisations and schools to maximise the potential of the P.E. and school sport funding and make the best use of the facilities and resources within the school grounds.
- To inspire children to participate in a range of sporting activities.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below: (59 responses out of 111 pupils)
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	64%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	58%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	29%
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

Academic Year: 2020-21	Total fund allocated: £20,590		Date Updated: 15.07.21	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 22%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Continue ‘Morning Sports’ club to engage more pupils and aid specific children in coming to school earlier. Add an extra day to increase participation numbers. 	<ul style="list-style-type: none"> - Identify prospect of increasing number of days for the club to run. Target vulnerable groups who are the least inactive and invite them to the club. 	£4,500	<ul style="list-style-type: none"> - Due to COVID lockdowns and restrictions the ‘Morning Sports’ club was unable to happen. However, during home schooling, two members of staff created short challenge videos which were uploaded to Google Classroom in the morning and available for children to take part in at the start of the day, every day. These videos focused on getting the children active and ready for the day. 	<ul style="list-style-type: none"> - In Term 1 the ‘Morning Sports’ club will re-start. This club will be open to all pupils and across every morning in the week to engage as many children as possible in at least 30 minutes of activity before the school day starts. The club is run by a full-time member of staff.

<ul style="list-style-type: none"> - Continue to develop the daily mile to get all pupils undertaking at least 10 minutes of additional activity per day. 	<ul style="list-style-type: none"> - Continue to reward the most active classes through tracking their daily lap count. - Supply each class with a clicker to record laps to provide increased participation and competition between classes. - Set a whole school challenge/target to achieve. 		<ul style="list-style-type: none"> - When in school, the daily mile continued to happen for every child, every day using the designated daily mile tracks. - Because of the two tracks now set out on the field, more children were able to take part at the same time so clashes were avoided. - The Daily Mile has been recorded by each class onto a Google form. The expectation is that every class should go out every day to do the Daily Mile. PE lead uses form responses, total distance covered by a class and pupil average to choose a winning class that is shared in celebration assembly. 	<ul style="list-style-type: none"> - During lockdown children were given the opportunity to log their own individual scores for the Daily Mile. When in school, the scoring of the class Daily Mile continued and the winning class was shared in assembly. - Moving into the new academic year, the PE lead alongside the SLT are introducing other active lunch/break and lesson break ideas alongside the Daily Mile to allow for a variety of activities. - PE leads introduced activity boxes for TAs to use during break and lunchtimes to encourage active breaks. PE lead to monitor the use of these boxes next year to ensure they are being used effectively and accessed by all children.
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<ul style="list-style-type: none"> - Use professional coaches to run regular lunchtime clubs to further encourage active play. 				<ul style="list-style-type: none"> - Starting in Term 2, once a week, a lunchtime club will be run by a professional sports coach and specific children will be invited to join depending on needs.
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
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Intent	Implementation		Impact	15%
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> - 'Sports at HBJS' to raise the profile of PE/Sport/competitions at HBJS. 	<ul style="list-style-type: none"> - Maintain the notice board to keep children, visitors and parents up to date with PE, Sport and competition results at HBJS. Send out a PE newsletter to parents on a termly basis to inform and celebrate sporting events. 	<p>£3,000</p>	<ul style="list-style-type: none"> - When in school the sports notice board has been maintained. Twitter was also used to promote our sporting events along with winners of the daily mile each week. 	<ul style="list-style-type: none"> - Board, newsletter and twitter to continue to be made a key point to raise the profile of PE/Sport/Competitions at HBJS. - If competitions resume this year, reintroduce the Sports newsletter to inform parents of HBJS sporting achievement and promote other

<ul style="list-style-type: none"> - Sports Crew competitions to be run by sports leaders who will design and create a competition that the whole school can take part on. 	<ul style="list-style-type: none"> - Sports leaders to become an integral part of PE around the school by easily being identified through wearing Sports leaders T-Shirts. 		<ul style="list-style-type: none"> - Each sports leader was provided with a T-shirt to promote their role within the school. Sports leader T-shirts are worn at clubs, in PE lessons and for all other sporting events. Although due to COVID bubbles the Sports Crew could not go into other year groups, they developed their role within their year team and inspired others. 	<p>sporting achievements within the school.</p> <ul style="list-style-type: none"> - New Sports Crew will be allocated for the new academic year. They will receive training from the Coastal Partnership in September. - Assuming that COVID bubbles are not needed, reintroduce the Sports Crew intra-competitions within the school. These competitions will start in Term 1 and run throughout the year. Each year group will have the opportunity to take part in two Sports Crew competitions. - Year 5's moving into Year 6 will have an opportunity to apply for the role of becoming a sports leader. Look at ways to encourage other Year groups into leading sporting activities, such
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				as having Year 5 children becoming sports leaders and working alongside Year 6 sports leaders.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	24%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Sports Partnership Package:</p> <p>PE leader attends local PE meetings and provided feedback within own school.</p> <p>Contacts with HBHS when support is needed.</p> <p>Use a Sports coach to deliver PE sessions to deliver high quality PE lessons.</p>	<p>The package includes:</p> <ul style="list-style-type: none"> - One day of teacher support per week for 12 weeks (2 terms) - Scheme of work - Opportunity for PE specialist to provide fun Sport challenges for the children. 	£5,000	<p>Due to COVID we were unable to have an external visitor from outside of the school to come in to work alongside teachers.</p> <p>The partnership did provide us with challenges and ideas for teachers to share with children during</p>	<p>Sports Package for the new year with the focus on teacher support after the disruption to PE teaching due to COVID.</p>

			lockdowns and isolations.	<p>Sports Partnership Teacher Support (£5,600)</p> <p>The package includes:</p> <ul style="list-style-type: none"> - Teacher support per week for 36 weeks (6 terms) - PE specialist to run an afterschool club tailored for our school's needs. - Up-to-date Scheme of Work for PE. - CPD sessions for all staff run by a PE specialist.
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				The sessions will be tailored for our schools needs.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	24%

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - A variety of after school clubs run by professional coaches, aimed at offering a wide range of sport to appeal to a broader array of children. - Free extra-curricular clubs offered to all children. 	<ul style="list-style-type: none"> - Identify coaches to run a range of clubs to encourage all children to take part in extra-curricular sport. - Increase the variety of clubs that is 	£5,000	<ul style="list-style-type: none"> - Due to COVID restrictions, it meant that in order to comply with our risk <p>In the new academic year one of our PE leads/sports coach will be running differentiated PE groups on PPA days to target all abilities</p>

<ul style="list-style-type: none"> - Sports coach to deliver PE sessions and extra-curricular clubs which are tailored to link to upcoming Kent Sport Games Events. 	<p>offered to children.</p> <ul style="list-style-type: none"> - Identify a wide range of competitions that are offered by Kent school games. 		<p>assessment no visitors were allowed in to the school. Because of this, we were unable to invite professional coaches in to run clubs.</p> <ul style="list-style-type: none"> - When it was possible (Terms 1, 2, 5 and 6), our PE lead/Sports coach ran year group clubs every day after school alongside other members of staff. - One member of staff who is a trained 	<p>of children. The school are employing a trained sports coach to work alongside the PE lead/Sports coach to assist.</p>
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			<p>PT ran a targeted Y6 girls health and fitness club and a Y3 fun and fitness club.</p> <p>- Our school took part in some of the virtual competitions however no actual competitions ran because of COVID.</p>	
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Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	22%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Sports Partnership Competition package aimed at providing all children the opportunity to take part in a range of competitions. - Wide range of extra-curricular clubs aimed at children. - Run more intra-house competitions 	<ul style="list-style-type: none"> - Keep a record of participation for clubs/competitions to ensure a range of children are chosen to take part in competitions - Plan teaching of PE curriculum around the competitive competition schedule to increase participation levels for the extra-curricular clubs and competition entries. - Use lunchtimes to run intra-house competitions. 	£3,000	Due to COVID, competitions did not run but our school did enter virtual competitions that were offered.	<p>Continue to develop role of SH to ensure that we take part in all possible competitions and children are prepared for these competitions with a corresponding club.</p> <p>Continue to promote competitive sport in PE lessons and with extra-curricular clubs and competitions.</p> <p>During lockdown we used partnership challenges and made in house videos for children sport challenges. These are something that we can continue to use should we go into a national lockdown or isolation again.</p>

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