

Sports Premium

The P.E and sport premium is designed to help primary schools improve the quality of the P.E and sport activities they offer their pupils.

At Burlington Junior School, we value the role that PE and sport plays in both the curriculum and the wider life of our school community and appreciate the potential it has to change young people's lives for the better.

We have welcomed the Government's announcement to provide additional funding to improve provision of physical education and sport in primary schools. We are committed to using this resource in developing high quality PE lessons, alongside greater opportunities for sporting competitions and clubs for all our young people. This funding is ring-fenced and therefore can only be spent on provision of P.E and sport in schools.

Funding for schools will be calculated by the number of primary aged pupils (between the ages of 5-11). All schools with 17 or more primary aged pupils will receive a lump sum of £16,000 plus a premium of £10 per pupil. Smaller schools will receive £1000 per pupil. Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

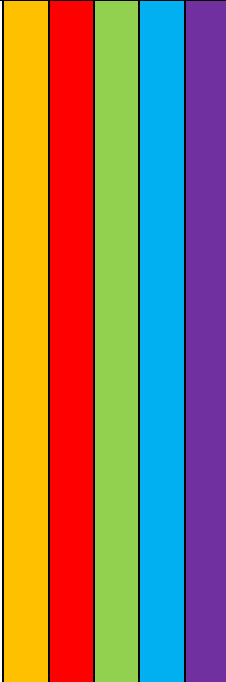
For example, you can use your funding to:

- ☒ Hire qualified sports coaches to work with teachers
- ☒ Provide existing staff with training or resources to help them teach P.E and sport more effectively.
- ☒ Introduce new sports or activities and encourage more pupils to take up sport.
- ☒ Support and involve the least active children by running or extending school sports clubs and Change4Life clubs

- ☐ Run sports competitions
- ☐ Increase pupils' participation in the School Games
- ☐ Run sports activities with other schools.

The total allocation for Burlington Junior School is £19,070.40 based on pupils on role
 £19,419.24 remaining from 19-20 due to COVID19

It is expected that schools will see an improvement against the following 5 key indicators:	
The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	
The profile of PE and sport being raised across the school as a tool for whole school improvement	
Increased confidence, knowledge and skills of all staff in teaching PE and sport	
Broader experience of a range of sports and activities offered to all pupils	
Increased participation in competitive sport	

Sports premium funding proposed expenditure				
Aims	Timescale and cost	Success criteria	Indicators	Impact (on-going updates)
To be involved in the local school sports partnership	All year £3500	<ul style="list-style-type: none"> Part of a large and long established PE and School Sport Network including partnership wide planning meetings and cluster meetings. Online access for PE and School sport resources via www.thessp.org.uk Funded membership with the YST for access to National CPD and online resources. 		<p><u>PLT meetings</u></p> <p>Two cluster meetings in the Autumn and Spring term where information has been passed on regarding school sport to KC and she has been able to act accordingly and also pass on to the head teacher.</p> <p><u>SSP website</u></p> <p>The school has had access to the SSP website throughout the year in order to keep up to date with the school games kite mark criteria (platinum mark achieved) It also gives information on approved clubs and providers so we can check for external people who come into do after school clubs. It also gives dates for upcoming events and courses.</p>

- Access to a broad range of locally organised inter-school competition through our PDM.
- A CPD programme for teachers including whole school training through the SSCO team.
- One to one guidance on three targeted areas e.g. curriculum.
- Annual awards ceremony to provide recognition in PE and Sport for pupils of all levels.
- SSP STARS Academy programme for pupils that excel in PE.

Inter-school competitions

The sports partnership has provided us with a calendar of inter-school competitions which we have attended so far to date. These have also targeted SEN /less active children this year to become more inclusive.

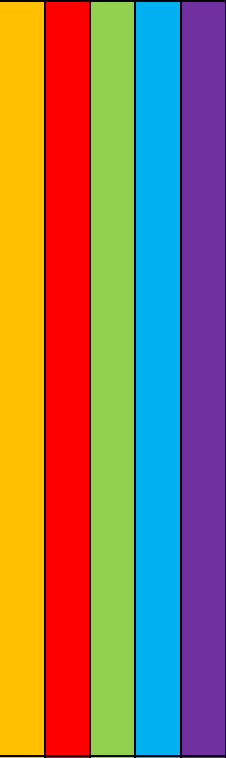
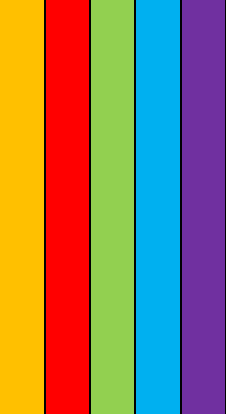
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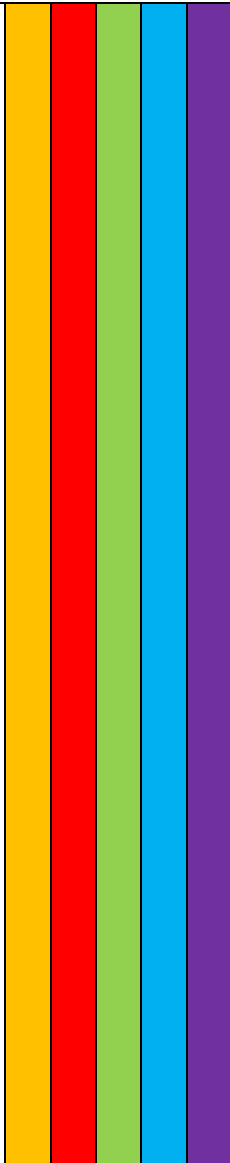
We have offered CPD training out to staff yet none have taken up the opportunity yet to participate in any of the courses offered.

3 Targeted areas of support

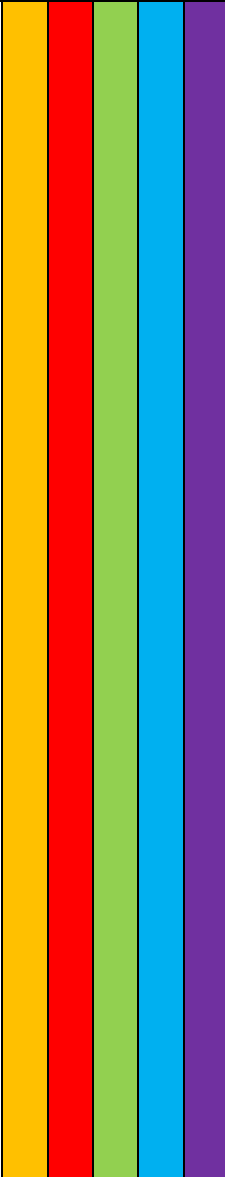
Additional intra event: An SSCO from the partnership came into school and ran a Boccia intra-competition for the Year 5 children. We targeted those who were less active/behaviour issues.

Mini medics: A course was delivered to children around the principles of first aid.

		<ul style="list-style-type: none"> • Inset coaching and professional development sessions delivered by East Riding Sports Development. • Further opportunities via SSP NGB investment (golf, volleyball, cricket, pentathlon) 		<p>PE challenge: Due to PLT been on maternity this is something that will be implemented in the 22-23 academic year.</p> <p><u>SSP sports academy</u></p> <p>KC nominated Year 3/4 and Year 6 children to attend the SSP academies that have ran this year during the holidays.</p> <p><u>Commonwealth festival</u></p> <p>Year 5 attended the commonwealth sports festival held at the local secondary school that was ran by the east riding partnership. The children had a fabulous day participating in lots of different sports and getting a taste of what was to come once they transition to secondary.</p>
<p>To use the expertise of Tigers Trust to further support and develop the teaching of PE.</p> <p>To give children further opportunities</p>	<p>£8500</p>	<ul style="list-style-type: none"> • PE Support (6-8 hours per class) which includes all planning and resources. The progress of all children in PE will be improved. • Confidence of staff will grow in OAA and net/wall enabling them to deliver high quality session which 		<p>Tigers trust impact report</p> <p><u>Mr Norman (stand in PE Co-ordinator)</u></p> <p>Tigers Trust have had a very positive impact on the children at Burlington Junior School. The children receive high quality PE lessons. This improves their confidence and fitness. It also has a positive effect on their mental health which is very important after the</p>

<p>to participate in inter-school competitions.</p>		<p>will challenge pupils' performance in PE.</p> <ul style="list-style-type: none"> • Primary stars interventions for core areas of the curriculum. • Lunch time club and extra-curricular clubs. • Unlimited access to teacher training workshops arranged in the cluster, linking to key areas such as assessments, differentiation, and 'How to impress OFSTED'. • Cross curricular links within maths and English using PL Primary Stars resources to inspire children. • Key values in sport promoted through PSHCE links via 6 assemblies. 		<p>pandemic. The children enjoy the sessions and have fun so return to lessons happy. Staff also benefit from the sessions; staff can pick up new ideas that they can use when teaching independently. Overall. We are very happy with Tiger's Trust at Burlington School.</p> <p><u>Mrs Beckett (head teacher)</u></p> <p>For the class teacher, it is great to have Tigers Trust in school. They engage well with the children and staff can watch the way they teach specific skills to improve their own PE teaching. There are many games and activities that the staff have learnt and developed through watching Tigers and then trying them themselves. It is a fantastic tool for CPD, which also supports teachers' well-being as it fits in with the normal timetable and doesn't add to the already busy life of a teacher.</p> <p>Lesson details</p> <p>Within the 2021-22 academic year the Tigers Trust has worked closely with 161 students and 14 members of teaching staff at Burlington Junior</p>
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- STARR awards ceremony with certificates and prizes
- 8 x soccer school places
- 8 x match tickets
- Our school will also have an active link with Tigers trust in order to identify children for talent pathways.
- All children will have the opportunity to participate in extracurricular sport and compete against other schools in our area that are involved in the Tigers Trust scheme.



School. During the Autumn term, Year 6 and year 5 worked on their orienteering skills, it was great to see them progress at using their teamwork skills and communication skills to try and solve problems and be the quickest team to figure out clues and find the prizes to win. Years 3 and 4 also developed skills such as map reading, direction, teamwork, communication, organisation and navigation through orienteering. During the spring the Tigers Trust supported year 3, 4, 5 & 6. Mr Clark and Mrs Sanderson worked on skills in orienteering as well. This gave me chance to talk to the schoolteachers and explain the sessions plan and see if there was anything they wanted me to add in the lesson that they were currently working on in maths. I added compass work into my lessons and made them follow a compass and use specific words to try and develop their map reading skills and their compass skills.

Throughout the summer the Trust worked closely with all the year 5 and year 6 groups focusing on badminton and tennis. We worked closely with year 5 in their tennis skills using the forehand and backhand, trying to implement them into a game scenario. Year 6 worked on their badminton skills using different shots to gain points and they then

started to get into games to try and use these shots to beat their opponents. Year 4 also focused on tennis, developing their forehand, backhand, follow through and footwork. They also discussed and improved tactics in game situations. Year 3 focused on multi-skills which consists of skills which can be used in lots of different sports. These skills included running, jumping, creating and using space, evading opponents, teamwork along with lots of problem solving.

Our Impact

The Impact of our activities in school during this year is shown below.

79.74% pupils said their confidence or ability in PE had gone up since working with the Tigers Trust.

32 pupils have attended afterschool clubs with, which equates to over 1,000 hours being delivered.

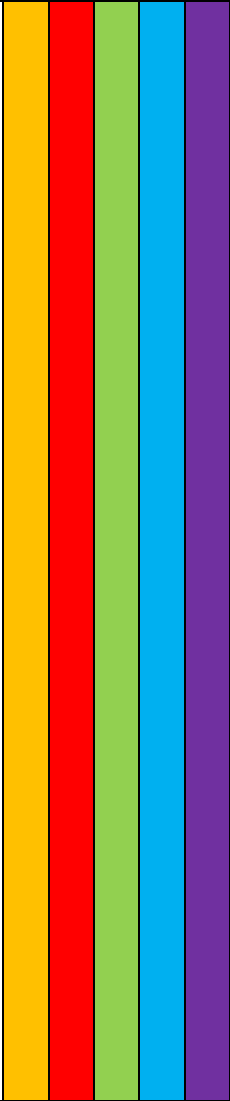
80.39%% of students said they enjoyed having additional support from the trust in their Reading.

100% of teachers who have had CPD marked in increase in at least one area of their knowledge or skills.

				<p>Students in school described the Tigers Trust as welcoming and friendly face for all. Students cannot wait to take part in the fun and engaging PE lessons they have with the Tigers Trust. Students have described them as fun and enjoyable lessons for all. The pupils also enjoy reading with the Tiger's Trust staff members in a morning to try and improve as well as encourage reading within school. The afterschool is also highly liked by students with high numbers attending each week.</p> <p><u>Case study</u></p> <p>At the beginning of the year when we started working with Mrs Sanderson's class, Child A would always hide at the back of the group and not ask any questions and keep herself to herself. Child A would try and avoid warmups in PE and when the class was playing group games Child A would keep herself distant. Not only was we working with Child A in PE but also listening to her read in a morning. Child A would never put her hand up to read and when asked to read she was very quiet. When working with Mrs Sanderson's class again in spring term 1 I decided to work closely with Child A, encouraging her to join in more on the games and go in groups so has never worked in whilst still being with her to have</p>
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				<p>that support there. We started seeing a slow improvement in Child A engagement in PE and her confidence in trying new things she's never done before in both PE and in reading with a little more confidence. Child A would start to ask me questions about PE if what she was doing was good and how she can get better at it. I would go with Child A in partners most weeks to try and build her confidence up slowly.</p> <p>Finally, when coming back to miss Sanderson's class in summer term 2. Child A would come out to pe with a smile on her face being excited to join in for PE. Child A was fully involved in PE straight away and was eager to pick her own partners and groups when asked to go in group work. Child A started to pick up the correct tennis technique straight away and was always the first to find space and get started straight away. Child A's confidence has become unbelievable and is now asking questions in class and her hand is always one of the first to go up when asked to read. Child A has improved greatly since first working with us and has received a certificate in PE for impressing me with her tennis skills. Keep up the fabulous work Child A Well done!</p>
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						<p><u>Additional engagement</u></p> <p>Lunch Clubs</p> <p>We deliver a dinner time club on a Thursday at Burlington where we do lots of different games that we put on a dinner to try and entertain the year 5 pupils. It is a turn up and play dinner time club and this allows anyone to join in at any time if they are bored or just want to play some fun games on a dinner. We do a range of sports like basketball and end zones. This allows a good range of team games and individual games when we are doing shooting skills in basketball. We usually get a good turn out on a Thursday at dinner for the pupils to try and enjoy PE during dinner. IT gives us a good chance to speak to the pupils about what's going in PE and how school was and just have a general chat with them. On Monday's at Burlington the year 5s participate in a turn up and play multisports lunchtime club. This club is a great opportunity for the coaches to build a good rapport with the pupils through competitive games and conversation. The sessions consist of high success rate team sports such as end zones, basketball or drop catch. When pupils decide to stop participating, the sports are adapted to the number of pupils, meaning even if only 1 year 5 wanted to</p>
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				<p>play we can facilitate to ensure they can still participate. Skills such as throwing, catching, footwork, dribbling and tactical strategics were all involved. During sports week, we delivered an inclusion assembly around “belonging” to all year groups in the school. In this we discussed what a community is and why it is important to value everyone in a diverse community. This lead nicely onto discussing how the pupils can take away the knowledge learned and how they can implement it into their daily lives at school to make people feel more included.</p> <p>Throughout the year we ran a dodgeball after school club to years 4 5 and 6. In these sessions we focused on the basic skills of throwing, catching and dodging however, developed these further by exercising the appropriate throw dependant on the situation you are in and discussing and practicing tactics and strategics. We played a variety of different game modes such as Dr Dr, takeover, kings & queens, protect the president and normal. Demonstrating their teamwork, organisation and communication</p>
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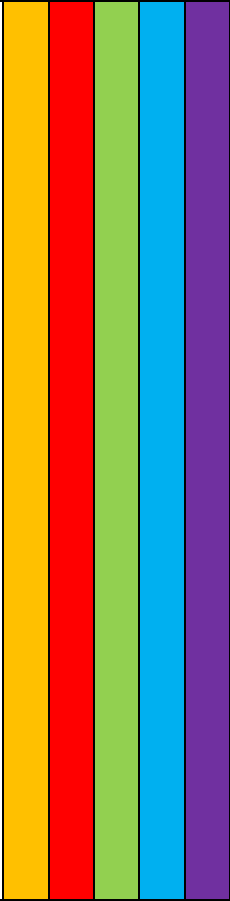

skills the pupils participated in fast paced, competitive games every week.

Competitions

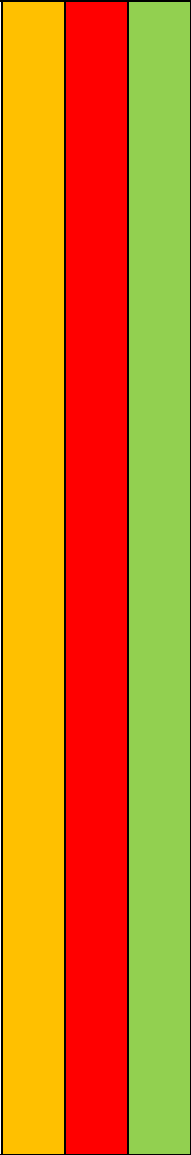
Within our football after school, we have been doing mini football tournaments with the pupils to try and encourage them all to get involved and play mini 6 aside games for a time limit to see who the winner will be. Every team plays each other once and every time a game finishes the teams must come and sit down for a chance to win bonus points if they get questions right. We award more bonus points for good behaviour and teamwork skills but also being kind and friendly to everyone. Once all games are played and we have found a winner the team is given a prize whether that's a sticker or a certificate they get to take home. We do every other week to try and add that competitive side and so they can use the skill they are learning in the other weeks into games.

Teacher CPD

This year we decided to do our CPD Burlington through our PE lessons. This was done by talking the teachers through what the sessions would look like

				<p>for the half term and then giving them the session plans to look at every lesson so they could follow and ask any question. Each week I would make sure that the teachers would look over a group and make sure they were all getting on. When we were doing orienteering, the teachers would get involved in the sessions and explain the activities to pupils who were struggling and getting involved. From working closely with the teachers, you can tell they feel more confident and improved their development by their questionnaires they answer pre and post. From the first session all teachers have said they feel more confident in their delivery skills and have more confidence in teaching subjects they don't feel confident in. All post questionnaires show teachers have improved confidence and delivery when having to do their own lessons. They refer to the session plans and use any of the things we've spoken about throughout the lessons.</p>
<p>To use the expertise of HSSC to further support and develop the teaching of PE.</p>	<p>£5,483.55</p>	<ul style="list-style-type: none"> 87 hours of PE support by specialist gymnastic coaches (each class with have a 6 hour gymnastic unit delivered to them) 		<p><u>HSSC impact report for Burlington</u></p> <p>During our time working with all age groups at Burlington school we have progressed each child through age appropriate Gymnastics lessons. Each child has had the opportunity to work at their own progressive level of gymnastics whilst learning to be safe</p>

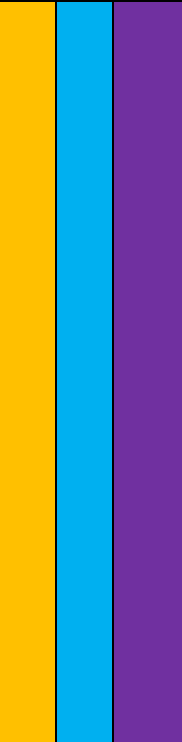
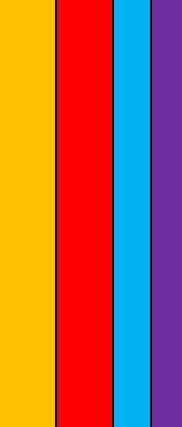
- Confidence of staff will grow in gymnastics, which was highlighted as one of the least confident areas of the curriculum to deliver by staff, enabling them to deliver high quality sessions which will challenge pupils' performance in PE.
- Gymnastics a fantastic starting point for life in general, as it can improve coordination, muscle development as well as maximising social skills and team work.
- The sessions will improve the pupils' confidence to try new things.
- Children may get involved in gymnastics outside of a schooling environment.



using technical equipment. During the time with Burlington junior school children we aim to test their mental strength to a degree where their confidence rises due to success after pushing boundaries that wouldn't usually be pushed. Burlington School have progressed through our plans at HSSS so that by the end of their time with us they're capable of displaying a standard of creative movement that has improved greatly.

- Children have had access to a weekly gymnastic club after school which has enabled them to keep in line with the active 30.

To provide opportunities for intra-competition.	£455	<ul style="list-style-type: none"> • Each year group to participate in a golf festival held by an accredited coach. • Children experience a new sport. • Opportunities to arise to join the schools after school club or an external club via our school/club links. 		<ul style="list-style-type: none"> • All year groups participated in an intra-school tri golf competition held by ERCAS coach Ivan Oliver. • The format of the festival lends itself to promoting skills such as co-operation, honesty, staying safe and respect. • This also inspired some children to participate in the extra-curricular club ran by Ivan after school.
To provide children with experience of Outdoor Adventurous Activities.	£1421.10 Summer term	<ul style="list-style-type: none"> • All children to participate in an external trip organised by the PE subject lead e.g. gravity, inflatanation, go ape. • This will help target less active children/ pupil premium/ SEN. • Provides children with new experiences of how to keep active 		<ul style="list-style-type: none"> • Year 6 were taken on a trip to Go ape Dalby to compensate the lack of residential trips this academic year. • Each child was able to participate in the tree top challenge and play a range of team games. • Outdoor learning is a great way to help children grow their natural curiosity, improve their physical and mental health and build their confidence.

<p>To offer an array of sports into our extra-curricular provision</p>	<p>All year £740 And within the costs of HSSS/Tigers trust</p>	<ul style="list-style-type: none"> • Children throughout the school will have the opportunity to try new sports taught by ERCAS accredited coaches that are funded by the school. • Establish links for the school with a range of sports clubs. • Allow children to benefit from the government active 30. 		<ul style="list-style-type: none"> • This year Burlington have offered a wide array of extra-curricular clubs through accredited coaches as well as others ran alongside our class teachers. Such as: • Dodgeball • Football • Golf • Gymnastics • Badminton • Cheerleading • Rugby • Cricket • Running <p>These clubs have enabled the children to increase their activity levels as well as develop their social skills.</p>
<p>To purchase new sports equipment in line with our PE curriculum.</p>	<p>£1657.47</p>	<ul style="list-style-type: none"> • Teachers can effectively deliver the Rising stars curriculum which will ensure high quality lessons are being taught. • All children will have use of a wide variety of brand new sports equipment • Children can practise with appropriate equipment for sports events. 		<ul style="list-style-type: none"> • New equipment was purchased in line with the schools PE curriculum to enable enough equipment was available for classes to participate in lessons effectively.

*Please note timescales/costs stated are part of this years' forecast and therefore estimated and subject to change.

Total expenditure (2021/2022)	£ 21,757.12
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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 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	41%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	36%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10%
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 due to the local swimming school only having limited availability