



Rossington St Michael's CE Primary School

Sport's funding evaluation 2021/22

Sport's funding action plan 2022/23

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • All children have had opportunities to learn to swim by the time that they leave St Michael's (Double year group swimming lessons undertaken to change the year group going forward). • In 2017/18, Staff award and school award for active travel promotion. This has been extended and improved to adopt the Travel Tracker system which is fully embedded in school and part of daily practice. • Staff in years 2, 3 and 6 have had opportunities to work with outside agencies. These links continue to be strong and we look for alternatives and improvements in the following years. • Increased the number of clubs on offer to our children at St Michael's through local providers. This is part of our success for this year. We now have a variety of clubs offering after-school/breakfast clubs. We remain focused to enhance this provision further next year. • Complete PE Scheme has been purchased and staff are using this confidently. • Trim trail and Goal Posts installed in the school playground to increase physical activity. This has been further enhanced and we have funds to extend next year. • Basic PE Equipment is purchased and used regularly across PE lessons and to enhance lunchtime clubs. • Competitions have been started with trepidation and we have engaged with all available. Some of Sports Funding used to provide transportation and access to events. <p>Historical Achievements</p> <ul style="list-style-type: none"> • 13/14 achieved a Bronze School Game Award and will be going for Silver 17/18, awarded Gold. • Maintained the same School Games Award mark. • At Easter 2018, we were top of the participation table across the whole borough showing our engagement with the School Games programme. 	<ul style="list-style-type: none"> • To resubmit evidence to secure School Game Mark to at least Silver Award. • To closely monitor the implementation and delivery of the Complete PE Scheme and provide regular CPD opportunities. • To fully develop assessment across the school in PE, using the Complete PE Scheme Assessment System. • To continue to develop club links and aim to have an after-school financially accessible club every day. • To embed the SHINE healthy Lifestyle Programme with targeted children and parents. • To purchase and provide non-participation resources for children who can not access the scheme.

<ul style="list-style-type: none"> • Staff using resource bank for lesson ideas as well as asking PE coach and specialist for help and ideas. • Children overwhelmingly said that they enjoyed and were engaged with the PE curriculum. • Tracking system in place to assess children in PE, particularly looking at the fundamental movements skills. • Increased number of clubs taking part over the year. • Links made with 7/8 local clubs or activity providers to engage children in taster sessions and sign post to local clubs or activities. Work continued to sustain these club links within school particularly with our local cricket clubs through Chance to Shine. • Made progress with regards to getting further within competitions this year, winning the Rossington Schools Trophy at Year 3 and Year 2 level as well as getting to the regional finals of the year 5 and 6 football competition. • Children in younger year groups engaged more in sports competitions. • Tracking more closely those children who do not bring kit on regular basis through registers via Miss Walker and enabling children through the provision of kit. • Increased in the number of clubs on offer. • More children accessing dinner time provision through Miss Walker • Have encouraged Physical Activity during 'lockdown' via our website and promoted personal best through the Growth Mindset. 	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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?	85%
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?	80%

<p>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?</p>	<p>91%</p>
<p>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?</p>	<p>No</p>

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: 2022-23		Total fund allocated: £18930		Date Updated: 13 th September 2022	
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 allocation:
					10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Dinner time provision	<ul style="list-style-type: none"> Stagger dinner times to ensure that all children are able to access everyday some form of lunch time provision. Involvement of playground leaders to support and encourage lunchtime provision. Enhance provision of sporting equipment for all children. To provide additional curriculum physical activities including visitors and trips to raise the engagement of physical activity. 	£500 enhance the equipment	<p>This year we have staggered lunch times even further. This means that fewer year groups are on the playground at once, allowing for more space and better access to physical activity equipment.</p> <p>Introduce a wider range of clubs and after school activities for children to take part in.</p> <p>Support staff are our lunchtime staff so high-quality lunchtime physical activities are delivered.</p>	<p>Monitor clubs and children's responses to new activities trialled.</p> <p>This continues to be a success. Due to the daily wear and tear of equipment used, there needs to be regular equipment purchased to ensure that the provision is of high quality.</p>	
Daily Mile	<ul style="list-style-type: none"> To relaunch the daily mile with hard standing markings. Children to be involved in the redesigning of the space. To link with Mr Dan and 	Markings £500		<p>We are looking to seek funding for a dedicated daily mile area. Whilst this is in the process, we will use the hard core area to design markings for a daily mile space.</p>	

Become a Skipping School	<ul style="list-style-type: none"> become a skipping school. • Whole school to participate in skipping school initiative. • All children to become active. • Skipping to be encouraged across playtimes and lunchtimes. • Awards for achieving skipping milestones. 	£1000		
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Percentage of total allocation:

15%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Positive attitudes to physical activity. • Competitive opportunities for children to access based on personal best. 	<ul style="list-style-type: none"> • A focus on a PE curriculum with a ‘something for everyone’ approach, combining team, individual and striving for personal best. • Clear progression of skills and introducing new methods of deliver to ensure that skills are transferable across sports. • Positive role models for children to observe – ensuring that each year group gets time with either the PE specialist throughout the year or a suitably qualified/skilled TA. • Safe and trained use of the trim trail. Staff need to be trained to use the equipment. 	<p>£2000 – access to competitions, DSAT annual competitions,</p> <p>Half termly specialists events £1,000</p>	<p>Positive verbal responses when having discussions with children about their PE lessons and the activities.</p> <p>Children have stated that they prefer certain activity areas but understand the benefit of taking part in a variety of activities.</p> <p>Children have been excited about the trim trail being installed. However, they were unable to use it last year due to COVID 19.</p>	<p>Continue to develop the profile of PE with engaging opportunities for all and encouraging the personal best of the children across all activity areas. Instil a personal best approach with mini activities done annually where children try to beat their scores</p> <p>Continue with sports star of the week for each class. Children from each class to be nominated for Sports Personalities of the year.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				60%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Continue to increase training and development opportunities for staff, to ensure that all children have access to high quality and sustained physical activity as part of their broad and balanced curriculum. Supporting practitioners to gain confidence, improve their knowledge and refine their skills set. Engage with local partners so that ALL staff have the opportunity to work with a specialist 	<ul style="list-style-type: none"> PE specialist to support practitioners in improving their skill sets and confidence in the delivery of physical activity, quality PE lessons and model good practice to staff – this has involved, the sharing of long-term planning, discussing lesson and unit outcomes and providing schemes of work as well as a resource bank to enable staff to access lesson plans. Develop the role of sport’s coaches in school to further improve the quality and consistency of delivery and to establish common approaches to tracking and assessing key fundamental movement skills. 	Specialist Sports Teacher to work with whole school staff and children. £11930	New members of staff have been provided opportunities to consolidate and learn from PE lead and PE specialist, speaking and discussing lesson plans and activities. Sport’s specialist deployed to specific year groups to ensure that staff have the opportunity to work alongside highly skilled sports people and can see the developmental pathways for that specific area. Staff now feel more confident in their abilities to deliver activities.	To ensure that all staff complete annual skills check and any training provided regularly. To look at reinstating the larger gymnastic equipment within the hall and ensure that specialist training is provided.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Competitions and opportunities for children.</p> <p>Sports day</p> <p>Coaching opportunities from Expect Youth</p> <p>SHINE Lifestyle Programme</p>	<ul style="list-style-type: none"> Identify those opportunities that appeal the demographic on local competition calendars. Plan and organise a sports day which enables children to achieve their personal best, compete with each other and celebrate sports. Children across a number of year groups have the opportunity to take part in sessions within school through the Expect Youth sessions in Doncaster, Cricket, Basketball, as well as Tri Sport for Year 4, Balance Bike and multi skills for FS, Young Leaders across Yr 5. Staff to engage children and their families in targeted physical and emotional well-being activities and resources. 	<p>Half termly specialists events £1,000</p> <p>SN and KW cover £2000</p>	<p>Pupil survey about how competitions made them feel and what they enjoyed about the competitions and how their perceptions have changed.</p> <p>Identifying those who typically do not volunteer to compete at events and identify outlets for them to represent our school.</p> <p>Continue to make links with the local community to broaden children's horizons.</p>	<p>Continue to gather evidence about the impact of competitions on children's attitude towards PE. Continue to foster links between local clubs and the activities that we promote.</p> <p>Introduce virtual competitions across the 'family of schools' so that children are still able to demonstrate personal best achievements.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>Increased determination, perseverance and resilience to winning and losing.</p>	<ul style="list-style-type: none"> • Enter competitions throughout the year that appeal to the demographic of the school. Football, athletics, multi-skills, basketball as well as alternative competitions 	<p>Already itemised above</p>	<p>Progression in and at competitions has been greater than previous years making it to the finals of competition, coming second and winning trophies from competitions.</p>	<p>Continue to enter competitions with a wider spectrum of activities and identify opportunities for PP/FSM and SEN children across the school.</p> <p>Continue to use Arbor to track more closely the children who participate in competitions and festivals.</p> <p>Give children the opportunity to vote on a competition to enter throughout the year during curriculum time.</p>
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Pupil Voice

We do know from pupil voice questionnaires and through talking to the children and doing group discussions that children at Rossington St Michael’s enjoy PE and like to take part in the lessons. One area that has come back from discussions with children earlier in the year is that sometimes some children have issues with PE kit being provided. This is something that as a school we will continue to work on so that all children feel included and able to take part in PE lessons.