

Rossington St Michael's CE Primary School Evaluation of Sport's Funding 2018/19 and Action Plan 2019/20

Key Achievements to Date:	Areas for further improvement and baseline evidence of need:
<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. • Staff award and school award for active travel promotion, 17/18 • At Easter 2018, we were top of the participation table across the whole borough showing our engagement with the School Games programme. • 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 	<ul style="list-style-type: none"> • Developing the PE portfolio with further evidence of child participation • Assessment of children's abilities in a variety of sporting and fitness areas including their social and health understanding.

Meeting National Curriculum Requirements for swimming and water safety	
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?	
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?	
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?	

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?	Yes
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Pupil Voice – The headlines from pupil questionnaires 5 children from each class were questioned, 1 pupil identified as ‘on track’ or ARE, 1 pupil working below, 1 pupil with a barrier to accessing PE i.e. SEMH or no kit, 1 pupil who is identified as Pupil Premium and 1 pupil who does lots of activities out of school.

Key Stage 2

1. Do you enjoy PE lessons at school?

Overwhelmingly, the vast majority of children who filled in the questionnaire reported that they enjoyed PE or that PE made them happy. Those that didn't expressed that they did not like it because they felt like they couldn't do some of the activities.

2. When asked to describe their habits with regards to bringing kit to enable them to access PE fully, 30% of the sample identified that they sometimes forget their PE kit on This means that, and is reflected in the actions section above, that if this is generalised to the wider population of the school, 30% of children are not accessing, on a regular basis 2 hours of PE per week.
3. Children reported that they have enjoyed a wide range of activities throughout the year. A popular sport amongst the children was rounders and this should be accounted for next year and provide all children the opportunity to play some form of rounders. In addition to this when questioned what they would like to part in in PE or as a club they reported more of the same activities that have already been planned. Something which should be developed on would be providing children the opportunity to take part in before and after school clubs.
4. The number of children taking part in activities outside of school was variable. However, pupil premium children and those children who were identified as having a barrier showed less engagement in sport out of school and opportunities should be made available for them next year. Look to use the inclusive health check, competitions and active planner.
5. Children were also asked whether they had attended a competition this year, a large number reported that they hadn't and as a result of this, this will be looked at for next year to ensure that all children have the opportunity to access a competition at some point throughout the year.
6. Those who had been to competitions said that they feel proud, confident and excited.
7. A large number expressed valid reasons for taking part in PE, one child reported that 'to do teamwork and make friends' others recognised that PE 'keeps you fit and it also gets you good at a competition in time.' With a lot of children stating that it keeps us fit an healthy.
8. All children, when asked about how they felt about defeat stated that they felt ok about it and happy for the winners. Some children furthered their answers by explaining that they would also be upset that they did not win but overall the main feeling would happy for others.
9. Almost all the children questioned, circled yes when asked if they felt that they had got better at PE.

Key Stage 1

1. Children in key stage 1 expressed that they were happy whilst taking part in PE and that they enjoyed the lessons.
2. They also stated that they did lots of different sports and activities to try them and that they did lots of games to help them get better.
3. Children stated various reasons for completing a warm up, 'we do a warm up to warm our body up' and 'we can get ready'.

4. Lots of children, including pupil premium, from the sample, expressed that they played football and did other activities out of school but not necessarily at a club level.
5. Almost all the children explained that we did PE to 'make us strong and fit'.

Children's understanding in PE is something that we could develop further and contribute to their understanding of how the body works. Additional competitive opportunities are something that we would like to develop and during recent meetings with other schools within the area this is something that they are keen to develop and make links with

Action Planning Sport's Funding Premium

Academic Year 2019/20	Total Fund Allocated: £19500	Date Updated: July 2019	% of total allocation	
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				23%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and Impact:	Sustainability and suggested next steps:
Tracking and Monitoring of pupil activity and engagement	<ul style="list-style-type: none"> • Use spreadsheet to monitor those children accessing competitive opportunities through the curriculum. • Through registers, track children's use of spare kit and identify through conversation the barriers to those children taking part. 		<p>More children accessing high quality PE lessons through the availability of clean, washed kit at school. Identification of those children who rarely bring kit. Children benefit from the SEMH benefits of PE from being involved in physical activity. Verbal comments during conversations with children.</p> <p>Less children on the playground which means there are more opportunities for the children</p>	<p>Continue to monitor this, tighten up on marking in lessons who has kit and who does not. Monitor more closely the least active children.</p>

Dinner time provision – sport’s coach to work alongside pupils and to raise activity levels	<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. 	£4,000	to engage in lunchtime clubs and activities provided by our PE specialist in school. Equipment usage on the playground remains high as children choose equipment to play with.	Monitor clubs and children’s responses to new activities trialled.
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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				% total allocation
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. 	<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. • 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. • Daily Mile to be introduced. 		<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 enjoy the brain break of the Daily Mile and speak positively it, expressing that they enjoy the personal challenge and trying to beat their scores.</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. Instill a personal best approach with mini activities done annually where children try to beat their scores Collectively as a school, consider the impact of this and in KS1 reflect on the use of the Daily Mile at afternoon break to make more meaningful. Over the year complete set challenges to ensure that it is not a fad and introduce more throughout the week. .</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>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				% total allocation %63%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and Impact:	Sustainability and suggested next steps:
<p>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.</p> <p>Supporting practitioners to gain confidence, improve their knowledge and refine their skills set.</p> <p>To utilize staff within school to increase the number of opportunities for children to participate in lunch time and after school provision.</p>	<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. Employment of qualified sports coach. Liaise with the before and after school child care providers to encourage them to use the outdoor facilities to allow the children to be more active, playing ball games and tig. Establish those school staff with a specific skill set and offer them chance to run before/after school provision for the children as well as using the sports coach's time to provide activity at lunch times to engage and motivate the children to take part. In addition to this, 	<p>£11,000</p>	<p>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.</p> <p>Sports coaches have been 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.</p> <p>Before and After school clubs are on the up with KS1 and 2 Dance both oversubscribed and the creation of a Yr 6 Fitness club. The before and after school club now offer children the opportunity to take part on physical activity outside on the smaller playground each day. Conversations have been had with staff about the activities and tasks that the children could do and complete to keep things structured.</p>	<p>In 2019/20 we have employed through DSAT the employment of a TA/Sports Specialist to work alongside the PE lead to enable staff full opportunity to observe her lessons and give support to those staff members who need it.</p> <p>Monitor new members of staff. Research into new ways of assessing the children's abilities and potential to buy into an assessment app.</p>

	we are employing a 'play worker' to organize further playground activities for children to take part in.		Select pupil surveys.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation. 2 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and next steps:
Competitions and opportunities for children. Sports day Coaching opportunities from Expect Youth	<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. <p>Children across a number of year groups have had the opportunity to take part in sessions within school through the Expect</p>	£500	Pupil survey about how competitions made them feel.	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.

	Youth sessions in Doncaster, Cricket, Basketball have been covered as well as Tri Sport for Year 4, Balance Bike and multi skills for FS, Young Leaders across Yr 5.			
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation 23%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increased determination, perseverance and resilience to winning and losing.	<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 	£4000 towards costs and transport	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>Continue to enter competitions with a wider spectrum of activities and identify opportunities for PP/FSM and SEN children across the school.</p> <p>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>