

# Rossington St Michael's CE Primary School

Sport's funding evaluation 2020/21

Sport's funding action plan 2021/22

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"> <li>• 13/14 achieved a Bronze School Game Award and will be going for Silver 17/18, awarded Gold.</li> <li>• Maintained the same School Games Award mark.</li> <li>• Staff award and school award for active travel promotion, 17/18</li> <li>• At Easter 2018, we were top of the participation table across the whole borough showing our engagement with the School Games programme.</li> <li>• Staff using resource bank for lesson ideas as well as asking PE coach and specialist for help and ideas.</li> <li>• Children overwhelmingly said that they enjoyed and were engaged with the PE curriculum.</li> <li>• Tracking system in place to assess children in PE, particularly looking at the fundamental movements skills.</li> <li>• Increased number of clubs taking part over the year.</li> <li>• 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.</li> <li>• 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.</li> <li>• Children in younger year groups engaged more in sports competitions.</li> <li>• 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.</li> <li>• Increased in the number of clubs on offer.</li> <li>• More children accessing dinner time provision through Miss Walker</li> <li>• Have entered a range of different competitions over the year</li> <li>• Increased the number of clubs on offer to our children at St Michael's through local providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing the PE portfolio with further evidence of child participation</li> <li>• Assessment of children's abilities in a variety of sporting and fitness areas including their social and health understanding.</li> <li>• Ensure that provision is made for all children to access PE through organisation of spare PE kit.</li> <li>• Ensure that staff are confident with the knowledge, skills and vocabulary for the subject following consistency across school.</li> <li>• Up skill staff on assessment.</li> <li>• Continue to identify opportunities for EYFS within continuous provision.</li> <li>• Identification of most vulnerable health wise as a result of lockdown and provide opportunities within the school i.e. improved lunch time provision.</li> </ul>

<ul style="list-style-type: none"> <li>• Have encouraged Physical Activity during 'lockdown' via our website and promoted personal best through the Growth Mindset.</li> <li>• Applied for the adapted School Games Mark. As a result of COVID-19</li> <li>• Trim trail installed in the school playground to increase physical activity</li> <li>• Permanent goal posts installed on field</li> <li>• Re order of basic equipment</li> <li>• Staff in years 2, 3 and 6 have had opportunities to work with outside agencies.</li> <li>• Double year group swimming lessons undertaken to change the year group going forward.</li> </ul>	
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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?	74%
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%
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?	74%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

## 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: 2021-22	Total fund allocated: £19120	Date Updated: 15/07/2021		
<b>Key indicator 1:</b> 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: 3%
School focus with clarity on intended <b>impact on pupils:</b>	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"> <li>Use the new register system to track those children accessing competitions.</li> <li>Through registers, track children's use of spare kit and identify through conversation the barriers to those children taking part.</li> <li>Spare kit purchased</li> </ul>	£300 spare kit	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.	Continue to monitor this, tighten up on marking in lessons who has kit and who does not. Monitor more closely the least active children. Cross curricular orienteering as a possibility.
Dinner time provision	<ul style="list-style-type: none"> <li>Stagger dinner times to ensure that all children are able to access everyday some form of lunch time provision.</li> <li>Identification of ways for children to be more active (Active 30).</li> </ul>	Training costs £200	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. Introduce a wider range of clubs and after school activities for children to take part in. Lunch time staff to have training throughout the year.	Monitor clubs and children's responses to new activities trialled. Lunch time staff to have multiple training opportunities over the year to develop their skills in managing the children. This is continuing in the new school year in a different format as children have their lunch time provision split even further.

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:
				10%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Positive attitudes to physical activity.</li> <li>Competitive opportunities for children to access based on personal best.</li> </ul>	<ul style="list-style-type: none"> <li>A focus on a PE curriculum with a ‘something for everyone’ approach, combining team, individual and striving for personal best.</li> <li>Clear progression of skills and introducing new methods of deliver to ensure that skills are transferable across sports.</li> <li>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.</li> <li>Safe and trained use of the trim trail. Staff need to be trained to use the equipment.</li> <li>Re-introduction of competitions within and across the family of schools following lockdown</li> </ul>	<p>£2000 – access to competitions, DSAT annual competitions, including transport.</p>	<p>Positive verbal responses when having discussions with children about their PE lessons and the activities. Children have stated that they prefer certain activity areas but understand the benefit of taking part in a variety of activities. 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 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				Percentage of total allocation:
				82%
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"> <li>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. Specifically, the use of the new KSV documents across school. Look at TGFU model for delivery.</li> <li>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</li> <li>To utilize staff within school to increase the number of opportunities for children to participate in lunch time and after school provision.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish those school staff with a specific skill set and</li> </ul>	<p>Funding for MW to be out of class to support the development of teachers: Cover supervisor employed to free up MW to work with staff intensively, £11620</p> <p>£4000 overtime</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>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.</p> <p>Before and After school clubs are on the up with KS1 and 2 Dance both oversubscribed. There have been additions of new activities for children to sign up to as part of our after school programme.</p>	

	offer them chance to run before/after school provision.	for staff to run after school clubs		
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	5%

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>	<ul style="list-style-type: none"> <li>Identify those opportunities that appeal the demographic on local competition calendars.</li> <li>Plan and organise a sports day which enables children to achieve their personal best, compete with each other and celebrate sports.</li> <li>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.</li> </ul>	<p>Transport costs: £1000</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>

<b>Key indicator 5: Increased participation in competitive sport</b>	Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
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<p>Increased determination, perseverance and resilience to winning and losing.</p>	<ul style="list-style-type: none"> <li>• Enter competitions throughout the year that appeal to the demographic of the school. Football, athletics, multi-skills, basketball as well as alternative competitions</li> </ul>	<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 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.