



Sports and PE Grant Action Plan 2018 -2019 Evaluation

The PE and Sport Premium for primary schools is designed to help primary schools improve the quality of PE and sports activities and to encourage pupil participation in physical activity.

Aims and Rationale

To develop the link between PE and mental health well-being by implementing a programme of structured PE and play activities that helps our Children improve their all-round physical fitness and mental health and well-being, to include their emotional, psychological and social well-being. Studies show a healthy mind and body affects how we think, feel, and act. It also helps determine how we handle stress, relate to others and how to make the right choices when dealing with others and living with societies' rules. We believe PE and emotional health and well-being to be an integral part of the curriculum which should be enjoyed by all children. It is a real opportunity for both staff and child to consolidate and work on the values that underpin our school and its beliefs.

Physical Education is one of the statutory subjects within the National Curriculum and all statistical evidence shows it makes a vital and unique contribution to each child's physical development, mental health and all round well-being. We aim to provide learning situations within the school environment and out in the community that are enjoyable, stimulating and challenging and that are based on progressive learning, access to individual, team/co-operative and competitive activities, coupled with the emotional support that meet the needs of each individual child including those with high Level, SEN, social and sensory needs.

Objectives:

- Participate in a wider range of play and structured sporting activities which promote a healthy lifestyle – Achieved – a wide range of activities are available for students
- To develop Children’s self-awareness, self-worth and respect for others - Achieved and on-going
- Help children meet challenges, manage change and build relationships and friendships - Achieved and on-going
- Experience personal achievement and build their resilience and confidence (sporting competition/achievement and sports leadership) - Achieved and on-going
- Help our Children understand and develop their physical, mental and spiritual wellbeing and social skills – Achieved, reflected in PSHE Scores
- understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing – Achieved – all students encouraged to eat healthily
- reflect on my strengths and skills to help me make informed choices - Achieved and on-going
- Acknowledge equality and diversity and understand that it is everyone’s responsibility to look after each other and to challenge discrimination and bullying. - Achieved and on-going
- The development of the social and emotional skills and attitudes that promote learning, a success, wellbeing and mental health - Achieved and on-going
- With continued development we also recognise the vital contribution this programme can bring to each individual Child’s cognitive, social and emotional development as well as the role it can play in a child’s spiritual, moral and cultural development. - Achieved and on-going

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Ensured structured P.E is being delivered across school during curriculum time, play time and during lunch • Outlining provisional plans for a new Trim Trail • Offering weekly access to Occupational health lead sensory fitness circuits for all children • KS1/2 have had opportunities to experience competitive sporting activities within school and at other external events such as football and athletics. DALP GAMES, Area table cricket 	<ul style="list-style-type: none"> • Staff and child P.E Kit packs to create a sporting identity at RPA • Research and plan fundraising events to build outdoor Trim Trail • Improve sporting opportunities for children to participate in competitions in various team based sporting events • Continue developing sensory circuits based around development of proprioception, dexterity, flexibility and simple gymnastic movement • To Ensure parents play a more active part in their child's sporting successes through joint participation in school sports days, school/class immersion days and support at outside sporting events/galas/competitions

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?	56%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50 %
N/A	N/A
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 2x £ 85.00 entry fee for inclusive disability swimming gala/event/competition

Academic Year: 2018/19	Total fund allocated: £14460	Date Updated: 07.19		
<p>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</p>				
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"> All children to have weekly access to Occupational health lead Sensory Fitness Circuits Development of sports leadership group To increase the provision of outdoor physical activity and play for children to include new “trim trail and bikes 	<ul style="list-style-type: none"> Improved proprioception, flexibility, dexterity and fitness Development of basic gymnastic skills across KS1 and 2 OH advises CT on areas to develop with each individual class Development of sports leadership groups knowledge of PE/play equipment. Achieved through Joint supervised working Purchase of more inclusive Bikes, trikes construction and sports equipment and development of outside areas 	<p>£5100</p> <p>£1500 + (Joint £5000 staff /parent /child fundraising effort)</p>	<ul style="list-style-type: none"> 95% of children are Accessing weekly OH lead sensory circuits and structured PE sessions in line with National curriculum and Performance –p- scales and in line with Chief medical officer guidelines <p>Overall improvement of sports related multi skills</p> <ul style="list-style-type: none"> 95% of children are being more active in the outside areas of RPA with more varied/structured/supervised activities being offered at play times and during Lunch times 	<ul style="list-style-type: none"> Continue to develop new and inclusive sporting activities and games in line with national curriculum □ Source funding to Purchase more inclusive sporting equipment to aid development of PE curriculum and outdoor provision Continue to develop sports leadership group to assist in setting up/packing away activity equipment for PE sessions and lunch time session Produce in depth, easy to follow PE hard copy file and CPD opportunities for support staff to aid the holistic approach to continued delivery of National Curriculum PE by other staff (on going staff development)

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

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"> Assessment of Quality Assurance Sports Leaders Group developed Sporting successes to be highlighted on website and in new letters RPA P.E/football Kit and coaching equipment to include New football goals and nets 	<ul style="list-style-type: none"> Examples of good practice to be shared with PE leader and other staff members for CPD. QA audit of PE provision by third party in line with KS1/2 & Performance - P Scale – curriculum attainment targets Children given their own sports council which will help underpin sport at RPA to suit both the needs and interests of the children. Give children teaching/Support staff professional sports kit which shows continuity and that the correct kit is essential for PE. 	<p>£2, 500</p> <p>£200</p> <p>£1500</p>	<ul style="list-style-type: none"> Specialist SEN sector Sports teacher and health and well-being mentor now in place Improvement in child’s all-round health and well-being QA Audit of PE provision report and feedback Regular contact with parents/ guardians through home diaries/daily phone calls/DOJO System OF reward Attendance 	<ul style="list-style-type: none"> Produce in depth, easy to follow PE hard copy file and CPD opportunities for support staff to aid the holistic approach to continued delivery of National Curriculum PE by other staff. To raise the regular provision of PE by providing the children with trained and skilled sports providers above and beyond School staff competencies e.g Table cricket coaching and Football coaches. Work with fellow teachers to develop Children’s individual targets based around PE and health and well-being Challenging Children to take ownership and responsibility for setting up and taking down sporting activities equipment

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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"> • CPD + Staff shadowing PE lead when setting up and delivering structured PE National curriculum KS1/2 and Performance –P--scale attainment targets • CPD • To develop confidence and water safety for year 4 children through top up swimming funding. 	<ul style="list-style-type: none"> • Staff to shadow PE lead and OH lead sensory circuits and structured PE sessions • CPD training delivered by Occupational health specialist 	<p>£500</p>	<ul style="list-style-type: none"> ☐ In the absence of PE lead other staff now more confident in delivering structured PE sessions in line with National curriculum KS1/2 and Performance –P--scale attainment targets 	<ul style="list-style-type: none"> • Produce in depth, easy to follow PE hard copy file and CPD opportunities for support staff to aid the holistic approach to continued delivery of National Curriculum PE by other staff (on going staff development) • H&S Termly equipment audit (replace and repair)

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Swimming opportunity to represent RPA at swimming gala/competition <input type="checkbox"/> Opportunity to represent RPA At the DALP games participating in: <ol style="list-style-type: none"> 1. hockey, 2. high five basketball 3. Netball 4. athletics events 5. Seated Volley-ball <ul style="list-style-type: none"> • Nottinghamshire area Table cricket competition • Quick cricket • Inspired through sport GB rugby visit 	Additional initial skills assessment to be carried out <ul style="list-style-type: none"> • Develop team work, competition, agility and fitness in a range of different sports • Development of improved health and wellbeing across school • Lunchtime enrichment sports activities • Development of sports leaders 	£500	<ul style="list-style-type: none"> • 95% of children are being more active in the outside areas of RPA with more varied/structured/supervised activities being offered at play times and during Lunch times • In the absence of PE lead other staff now more confident in delivering structured PE sessions in line with National curriculum KS1/2 and Performance –P--scale attainment targets 	<ul style="list-style-type: none"> • Continue to develop new and inclusive sporting activities and games in line with national curriculum • Source funding to Purchase more inclusive sporting equipment to aid development of PE curriculum and outdoor provision • Work with fellow teachers to develop Children’s individual targets based around PE and health and well-being • Challenging Children to
<input type="checkbox"/> Development of RPA first ever football team	<ul style="list-style-type: none"> • Staff CPD • Taking part in external competitions 		<input type="checkbox"/> Accessing the community for competitions	<p>take ownership and responsibility for setting up sporting activities</p> <ul style="list-style-type: none"> • Consolidate the development of RPA first ever football team, Play RPA first ever football match against other SEN and mainstream primary school team. • To increase the number of children being able to ride their bikes

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Swimming opportunity to represent RPA at swimming gala</p> <p>Opportunity to represent RPA</p> <p>At the DALP games participating in:</p> <ul style="list-style-type: none"> • hockey, • high five basketball • athletics events • Seated Volleyball • Nottinghamshire area table cricket finals <ul style="list-style-type: none"> • Development of RPA first ever football Team • Develop the Primary stars inclusive Gymnastics opportunity 	<ul style="list-style-type: none"> • Additional initial skills assessment to be carried out <ul style="list-style-type: none"> • Continued attendance and success at future DALP games and table cricket events • Play first school football match 	<p>2x £85 Entry fee</p> <p>£500</p>	<ul style="list-style-type: none"> • Increased percentage of children having greater confidence in their swimming skills and having confidence to access swimming as a family activity thus increasing their confidence • To develop confidence and water safety for year 3, 4, 5, and 6 children through swimming sessions • Continued attendance and success at future DALP games and table cricket events • Children's attendance at opportunity 	<ul style="list-style-type: none"> • Yearly access to this and other sporting events. • Continue to develop school teams to represent the school in competitions and activities • To increase the number of children being able to ride their bikes creating a direct link to home and family activities

