

The Impact of the Primary PE and Sport Premium at Rosley CE School 2018 - 2019

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> All pupils receive 2hrs of curriculum PE per week All members of teaching staff and 1 TA trained in Basic Moves and given many CPD opportunities Outdoor areas improved by installation of a new fort, climbing wall, target wall and play equipment Inclusion now a key focus 'Maths of the Day' and 'Phunky Foods' programmes to be introduced A range of new sports experiences offered to pupils 	<ul style="list-style-type: none"> Install a path around school field to enable use all year round Investigate feasibility of outdoor clothing to maximise outdoor break times Midday supervisor training on active playtimes Smart Moves training for KS1 staff members Purchase iPads to support learning and instant feedback in PE lessons 'Sporting Stars' display Achieve School Games Mark Further develop club pathways

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.	88% (7 pupils out of 8 pupils in cohort)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	88% (7 pupils out of 8 pupils in cohort)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88% (7 pupils out of 8 pupils in cohort)
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

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: 2018/19	Total fund allocated: £	Date Updated:		
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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
'Maths of the Day' programme purchased to enable teachers to deliver increased physical activity in Maths lessons. This will help to ensure pupils undertake 30 mins of physical activity per day at school.	The programme was purchased and one member of staff attended 'Maths of the Day' training. Information was disseminated at a staff meeting. It was agreed that all teaching staff would include at least one 'Maths of the Day' activity per week on a day when curriculum PE was not timetabled.	£1485.00	<ul style="list-style-type: none"> This is yet to be evidenced as the scheme has only been in place a matter of weeks. Early feedback is positive from both teaching staff and pupils. 	Activities from the programme to be used at least once per week in Maths lessons. Feedback from pupils and staff to be ascertained in questionnaires in 2019 – 2020 academic year.
Pupils in Years 5 & 6 received Young Leader training and lead lunchtimes clubs, aspects of PE lessons and aspects of Sports Day (School Games Day) to help ensure all children participate in 30 minutes physical activity per day.	All children will continue to receive 2hrs curriculum PE time per week. Rosley to host a cluster 'Young Leader Training Day' in which 2 pupils from each school are trained as Young Leaders in PESSPA. Pupils to deliver lunchtime activity clubs to younger pupils.	See budget allocation for supply cover	<ul style="list-style-type: none"> 2 x Year 5 pupils and 2 x Year 6 pupils are currently trained as Young Leaders and have led lunchtime clubs for pupils in Years R, 1, 2, 3 & 4 all year. Young Leaders led aspects of PE lessons and our annual Sports Day (School Games Day). 	When Year 5 pupils enter Year 6, they work closely with new 'Young Leaders' in Year 5 to up-skill and model good practice.

Pupils will have access to a wide range of equipment to encourage active play during break times.	Lottery funding secured for the re-development of part of the school grounds to include a role play fort, mound, climbing slope, tunnel, traverse wall and target boards. SSP was used to subsidise the cost of this.	£3981.10	<ul style="list-style-type: none"> • Staff and pupil questionnaire responses indicated the new fort and equipment has had a positive impact on physical activity at break times. • Most pupils are active at break times, the fort proving popular particularly with younger pupils. 	Resources/fort will be used for the foreseeable future.
	Audit of existing resources to be made. School council, staff members and pupils to be consulted on equipment choices. Equipment to be purchased and introduced at lunch break times.	£335.09		
All pupils in Years 1-6 will receive swimming lessons at Morton Pool, including the transport to and from sessions.	Pupils in KS1 as well as KS2 received swimming above the curriculum to ensure all pupils are able to swim 25m by the end of primary years. 1 pupil unable to swim 25m in Years 5/6 received an extra 6 swimming lessons.	£423.00	<ul style="list-style-type: none"> • All KS1 and KS2 pupils have received swimming lessons. • Most pupils in KS2 and many in KS1 can swim 25m. • 1 pupil in Years 5/6 who was a non-swimmer at the beginning of the year can now swim 10m with aid. 	Pupils in KS2 will receive swimming lessons each year irrespective of continued SSP funding.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>'Phunky Foods' programme purchased to be used to compliment the PE and PSHE curriculum. Pupils will benefit from understanding how to lead healthy lifestyles (including diet and physical and mental wellbeing).</p>	<p>Programme purchased and in-house training has been delivered by a representative. The programme will be integrated into our new PSHE curriculum for 2019-2020.</p>	<p>£595.00</p>	<ul style="list-style-type: none"> • This is yet to be evidenced as the resource will be in use from Sept 2019. 	<p>Begin using Phunky Foods to compliment the PSHE curriculum in Sept 2019. This will be reviewed in Spring 2020. One member of staff to complete further 'Phunky Foods' CPD.</p>
<p>All pupils received a session of Wheelchair basketball primarily to promote social inclusion but also to improve hand-to-eye co-ordination, upper body strength and core.</p>	<p>Representatives from local wheelchair basketball club to deliver a session of wheelchair basketball to the whole school over the course of a day.</p>	<p>£260.00</p>	<ul style="list-style-type: none"> • Pupils enjoyed learning how to play wheelchair basketball and their skills improved greatly. • One child who uses a wheelchair for some of the time was able to share expertise on wheelchair use. • Pupils voiced their appreciation of the skill level and physical ability required for the sport. One Y5 child commented, 'It was really fun but much harder than it looks.' 	<p>Improved attitudes towards wheelchair sports. Further interest in Paralympics and disability sports.</p>
<p>All pupils in KS2 received gymnastics session at a local gymnastics clubs delivered by a NGB coach to raise the profile of gymnastics, to develop their travelling skills and sequence work and to enable pupils to experience gymnastics equipment they would otherwise not have</p>	<p>Lessons were delivered over a term to KS2 at Morton gym.</p>	<p>£720.00</p>	<ul style="list-style-type: none"> • Pupils enjoyment of sessions was clear. Many voiced this enjoyment and demonstrated a more positive attitude towards gymnastics. • Pupils made good progress in line with their prior learning and ability (see ACPAT) 	<p>Teaching staff used the sessions as a CPD opportunity and created a scheme of work based on what they observed. These plans will be used in future years if SSP is discontinued.</p>

access to.			<ul style="list-style-type: none"> • Club pathways established and encouraged. At least 5 pupils attend a gymnastics club. 	Sessions were used an opportunity to observe children moving and identify areas for development for next year.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:				
%				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Members of teaching staff given supply cover for competitions, CPD opportunities and to team teach. Subject leader given non-contact time to develop aspects of provision including attending ACPEN (Active Cumbria PE Network) meetings and time off curriculum. This is to ensure high quality PE and Sport is delivered throughout the school.	<p>Non-contact time used to revise action plans, meet with the Headteacher and target SSP use.</p> <p>SL attended termly ACPEN meetings to liaise with other schools, receive training and updates.</p>	£2894.00	<ul style="list-style-type: none"> • Pupils benefit from high quality PE provision. • Pupils benefitted from knowledgeable and confident staff who are kept up to date with all developments. • SL is in the process of applying for School Games Mark. 	Attendance at ACPEN meetings will be continued/ renewed each year from the school budget if SSP is discontinued.
Subject leader undertook the 'Inclusive Activity Programme' to up-skill and raise awareness and understanding of supporting inclusion in PE to ensure all pupils receive high quality PE lessons.	<p>SL to attend ½ day training.</p> <p>Training to be disseminated to all relevant members of staff.</p>	£20.00	<ul style="list-style-type: none"> • Increased confidence of subject leader in planning, teaching and assessing inclusive PE lessons and ensuring provision is an on-going two-way discussion between pupils with disabilities and teaching staff. 	<p>Meet with parent and child to discuss PE provision.</p> <p>SL to lead staff meeting on Inclusion in PE.</p> <p>Investigate Karen Eriksson visit to lead further training on</p>

				Inclusion. Complete 'Inclusive Healthcheck' on School Games website to identify further areas for development.
All KS1 members of staff received 'Basic Moves' training to up-skill and increase confidence levels in delivering a developmentally-appropriate, inclusive and connected PE curriculum.	Subject lead is a Basic Moves tutor. SL delivered training to 2 members of teaching staff and 1 TA over 2 days, using school pupils to develop understanding of children's movement. Basic Moves manuals purchased Team working undertaken in order to build knowledge and confidence.	£880.00 £30.00	<ul style="list-style-type: none"> • As a result of increase in confidence and subject knowledge, pupils are making good progress in line with their prior learning and ability. This was particularly evident at our Sports Day (School Games Day) • Staff members report increased confidence in subject knowledge. 	The SL will continue to work with KS1 staff with the focus being on high quality PE provision. Investigate feasibility of Smart Moves training.
Membership to AfPE to ensure access to specialist and expert support, thus keeping the school fully up to date.	AfPE used regularly to stay informed.	£141.00 (inc subscription to CSSA)	<ul style="list-style-type: none"> • Pupils benefitted from knowledgeable and confident staff who are now kept up to date with all developments. • SL is in the process of applying for School Games Mark. 	Membership to AfPE will be continued/ renewed each year from the school budget if SSP is discontinued.
Pupils in Years 5 and 6 received Premier League Primary Stars programme in PE, PSHE and English over 10 weeks.	CUFC delivered Premier League Primary Stars programme in PE, PSHE and English over 10 weeks. This was a high-quality programme and a superb CPD opportunity.		<ul style="list-style-type: none"> • Pupils reported on enjoyment of sessions. Parents commented upon the positive impact on attitudes to reading as a result of the programme. • Pupils made excellent progress 	Year 5/6 teacher created a scheme of work based on programme and observations. This will be used as part of a two-year rolling Long Term Plan.

	Joint teaching undertaken to consolidate and practise knowledge and skills.		in communication and teamwork skills over the duration of the programme (observation). <ul style="list-style-type: none"> • Year 5/6 teacher used the programme as CPD & reported increased confidence and subject knowledge as a result. • More pupils attended extra-curricular PE/Sport activities as a direct result of the programme (see registers) 	Premier League Primary Stars programme to be delivered to Years 3 and 4 in 2019-2020. Year 3/4 teacher to use programme as CPD opportunity. Investigate feasibility of all staff completing FA Primary Teachers' Award.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children in Foundation Stage and KS1 will develop the balance and coordination skills necessary to be able to use balance bikes effectively.	<p>'Balanceability' package (10 x bikes, helmets and resources) and a storage shed purchased for use in Foundation Stage and KS1.</p> <p>Representative from 'Balanceability' representatives to visit school to deliver training to 3 members of staff from FS & KS1.</p> <p>Storage shed to be purchased for school yard.</p>	<p>£1555.00 for package</p> <p>Allocated from next year's budget</p> <p>Allocated from next year's</p>	<ul style="list-style-type: none"> • Pupils who have used the balance bikes and have received some lessons to date have shown a significant improvement in their balance, coordination and early cycling skills. 	<p>Children to be taught to use balance bikes in PE lessons and in the wider curriculum.</p> <p>Sufficient resources purchased for use in future years.</p> <p>Staff members have sufficient expertise to deliver 'Balanceability' to pupils each year.</p>

		budget		
Pupils in Years 5 and 6 experienced a wide range of Outdoor Adventurous Activities whilst on residential at Hawse End.	Residential week at Hawse End to be subsidised. Activities for the residential to be planned around introduction of new sports such as canoeing, archery and ghyll scrambling.	£525.00	<ul style="list-style-type: none"> All pupils enjoyed the week greatly and made excellent progress in developing new skills. Many voiced their enjoyment, with one pupil choosing to return to the centre with his parents to repeat an activity. 	Book OAA residential at Hawse End for 2021. Review activities to ensure a programme tailored to pupils' needs.
All pupils given the opportunity to experience yoga sessions in curriculum time and in after-school club.	Local yoga instructor delivered an introductory session to each class. This was then offered as an after-school club activity for one half term per Key Stage.	£45.00	<ul style="list-style-type: none"> Most pupils enjoyed the initial session and many attended the yoga ASC. 	Feedback from pupils regarding ASC to be ascertained in questionnaires in 2019 – 2020 academic year.
Pupils in Years 5 and 6 experienced climbing at Clip 'n Climb in Maryport. For some, this was the first experience of climbing.	Clip n' Climb session booked and visit organised.	£45.00	<ul style="list-style-type: none"> Pupils enjoyed their visit to Clip n' Climb, experiencing a range of climbing walls. They challenged themselves and took risks. many have expressed an interest in climbing in future. 	Plan for opportunities to further develop skills (OAA Residential) Establish club pathways with a local climbing club.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>All pupils to compete or participate in at least 1 intra or inter-school event by ensuring transport is provided to competitions, events.</p> <p>Supply cover given for members of staff attending competitions or events with school teams.</p> <p>Subscription to CSSA paid for entry into local events and competitions.</p>	<p>Chn participated in more competitive sport opportunities.</p> <p>Logo to be added to football strips.</p> <p>As above.</p> <p>As above.</p>	<p>£610.00</p> <p>£49.95</p> <p>See budget allocation above for supply cover.</p> <p>£141.00 (inc subscription to AfPE)</p>	<ul style="list-style-type: none"> • 100% of pupils competed in at least 1 intra or inter-school competition over the year, including football, hockey, athletics, cross-country and swimming. • Pupils were entered into the local swimming gala for the first time in many years. These pupils enjoyed the experience tremendously and are keen to participate again. • Pupils qualified for and competed at the county cross-country for the first time. 3 pupils competed in the county cross-country championships at Casterton. 	<p>Pupils to be given the opportunity to participate or compete in at least 1 inter-school competition or event in future years irrespective of SSP funding.</p>
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