

2020/2021 PE AND SPORT PREMIUM DEVELOPMENT PLAN

EVIDENCING THE IMPACT & SUSTAINABILITY

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation, and is central to meeting the government's ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behavior as well as enhancing academic achievement.

SCHOOL

Rothwell Victoria Infant School

HEAD TEACHER

Mr Izzard-Snape

PE COORDINATOR

Miss Gallagher

PE and School Sport Premium – The purpose

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2019 to 2020 academic year, to encourage the development of healthy, active lifestyles.

Vision - Government

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

Vision – School

Our vision is to create opportunities and experiences which all children can access and enjoy, to empower children to aspire to achieve their full potential and foster a lifelong passion for physical activity.

Objectives

Schools must use the funding to make **additional and sustainable** improvements to the quality of physical education (PE), physical activity and sport they offer. This means that Rothwell Junior school will use the premium to:

- i) Develop or add to the PE, physical activity, and sport activities that your school already offers.
- ii) Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future year.
- iii) Allow more children the opportunity to experience representing the school and competitive sport regardless of ability.

Key outcome indicators; updated for 2020/2021

Schools can use the funding to secure improvements in the following indicators;

Key outcome indicator 1: Engagement of all pupils in regular physical activity

For example, by:

- providing targeted activities or support to involve and encourage the least active children.
- encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered
- adopting an active mile initiative
- raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim.

Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement

For example, by:

- encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as ‘sport leader’ or peer-mentoring schemes)
- embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching

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

For example, by:

- providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school.
- hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities.

Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils.

For example, by:

- introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities.
- partnering with other schools to run sport activities and clubs.
- providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations.

Key outcome indicator 5: Increased participation in competitive sport

For example, by:

- increasing pupils' participation in the [School Games](#)
- organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.

Review of PE and School Sport Premium expenditure 2020/2021

Key priorities to date	Key achievements / What worked well <i>What evidence is there of impact on your objectives</i>	Key Learning / What will change next year (2021/2022) <i>Does this reflect value for money in terms of the budget allocated</i>
<p>1. Engagement of all pupils in regular physical activity</p>	<p>Higher numbers of children attending extra-curricular clubs using initiatives such as Change 4 Life and having an extensive range of activities for children to choose from. Tracking registers for attainment figures.</p> <p>PE apprentice who is responsible for running personal challenges and level 1 competitions which helps to reduce poor behaviour and raise activity levels at break and lunchtimes.</p> <p>School holiday provision providing a huge variety of activities like OAA, yoga, cheerleading and La crosse to all children across the school. The cost is 50% funded by sports premium. On average 20% of all pupils across the school access this during school holidays</p>	<p>Increase the number of children able to access Change 4 Life and other health and well-being initiatives.</p> <p>Linking more with local community partners and clubs to broaden pupils experience and allow all regardless of economic background the opportunity to take part.</p> <p>To continue to use a PE apprentice to help more children take part in competition and continue to raise activity levels at break and lunchtimes.</p>
<p>2. Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Walk to school week – As a school we took part in the walk to school week initiative to encourage more children to walk, scoot or bike to school. We tracked 88% of children doing some sort of active travel.</p> <p>.</p>	<p>To expand the walk to school week programme over the academic year to encourage active travel helping towards the 60 minutes of physical activity a day.</p> <p>.</p> <p>Maths on the Move – Using this Maths through PE intervention to embed physically active learning into the curriculum.</p>
<p>3. Increase confidence and skills of staff in teaching PE and Sport</p>	<p>Lesson plans provided for every part of the curriculum making PE easier to deliver for staff lacking confidence.</p> <p>Teachers get given 1 to 1 support in lessons in areas they feel they need to develop.</p> <p>Staff CPD for Real PE and school access to the jasmine online portal to help with planning and assessment,</p>	<p>Review current staff confidence across the board to give support where needed.</p> <p>To make sure all new members of staff are confident to deliver our curriculum and provide support and training.</p>

<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>Equipment brought in to enhance and increase what the school offer in PE lessons and extra-curricular clubs such as orienteering, table tennis and badminton.</p> <p>Huge variety of clubs on offer to children before and after school. Clubs rotated regularly to make sure children get lots of opportunities to try something new. Free clubs and opportunities offered throughout the year giving all children the opportunity to take part.</p>	<p>Increase the number of free clubs available to children across the school. Encourage more staff involvement to make this more sustainable and provide training to support this.</p> <p>Continue to link with local community groups to provide more opportunities and a greater variety of activities for children to take part in.</p> <p>To link back with our Pathfinders group to resume all our cluster competitions which are based on mass participation and celebrating school games values like honesty, resilience and self-belief.</p>
<p>5. Increased participation in competitive sport</p>	<p>We have continued to increase our participation in the school games.</p> <p>Hosting our own intra competitions to increase participation.</p> <p>More clubs and competitive competitions aimed at SEND children to boost numbers accessing sport and physical activity.</p>	<p>To link back with our Pathfinders group and local schools to resume our school v school competitions, triangular fixtures, and tournaments.</p> <p>To enter more teams into competitions in the future A, B & C</p> <p>Continue to work with the SENCO and remove barriers to allow more children with SEND to access PESSPA.</p>

PE and School Sport Development Plan

2020/201 Total funding allocated	£18,700 £16,000 + £10 per pupil (Year R – Year 2)		
Key outcome indicator 1: Engagement of all pupils in regular physical activity	Planned Expenditure: % of total allocation:	£10,134	Actual expenditure: % of total allocation:
Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement	Planned Expenditure: % of total allocation:	£205	Actual expenditure: % of total allocation:
Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Planned Expenditure: % of total allocation:	£2,826.50	Actual expenditure: % of total allocation:
Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils	Planned Expenditure: % of total allocation:	£2,714.50	Actual expenditure: % of total allocation:
Key outcome indicator 5: Increased participation in competitive sport	Planned Expenditure: % of total allocation:		Actual expenditure: % of total allocation:

Key outcome indicator 1: Engagement of all pupils in regular physical activity						
School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence	Actual Impact/ Actual Outcome ?	Sustainability / Next Steps
Increase children's understanding of the benefits of physical activity and the impact it has on their mental health and wellbeing.	Employ coaches to run lunchtime Change4Life clubs for every year group	£1,890		Registers showing sustained attendance especially of children who do not normally attend clubs. Children showing more confidence in PE lessons.	Higher numbers on clubs and more of the least active children attending other extra-curricular activities. Tracked through registers.	PE Apprentice being trained to help provide this club in the future. School is provided the planning and regularly monitor the programme meaning staff if available could take over in the future.
PESSPA Equipment. School to purchase extra resources to help boost activity levels across the school. - Break times to help with behaviour.	Survey of staff and children to find out what is needed. -	£174.90		Feedback from staff and children.	Children showing higher levels of engagement and can sustain more vigorous activity in lessons and at breaktime.	

<ul style="list-style-type: none"> - PE lessons to expand what we already offer and to boost the quality of delivery. - Extra- curricular clubs meaning more variety on offer to the children 						
<p>School holiday provision.</p> <ul style="list-style-type: none"> - High quality provision part funded by sports premium. - Building children’s cultural capitol with an extensive range of activities on offer. - Offering a safe familiar space for children during the holidays 	<p>Using the right provider and making sure all the relevant documents like risk assessment are in place.</p> <p>Monitor the quality of the provision.</p>	<p>£5,250</p>		<p>Attendance registers show that on average 15% of pupil across the school attend this provision during the holidays.</p>		<p>The provision could continue without the funding although the cost would raise to parents. Some possible options would be to look for local businesses to help through sponsorship or the PFA raise money through fundraising to bring this cost down.</p>
<p>Access to Clubs.</p> <ul style="list-style-type: none"> - Sport premium used to part or fully fund clubs allowing more children to access them. - Children to gain greater knowledge using specialist coaches 	<p>Bringing in specialist coaches and providers.</p> <p>Linking with local community clubs and partners.</p>	<p>£540</p>		<p>More children taking part in activity out of school.</p> <p>Feedback from children, parents, and staff.</p>		

<p>PE Coordinator Role</p> <ul style="list-style-type: none"> - To help raise the profile of PE across the school. - Support staff to deliver high quality PE - Help the children reach their full potential in PESSPA - Organize all school teams, competitions, and events. - Make sure all pupils receive at least 2 hours of PE a week 	<p>School to recruit the appropriate member of staff for this role.</p> <p>Monitor and evaluate the quality of provision.</p> <p>Action plan in place to hit key target indicators.</p>	<p>£2,280</p>		<p>Success and participation in more events.</p> <p>More pupils reaching the 60 minutes of physical activity a day.</p> <p>Raised confidence of pupils evident in high participation in PE, engagement and bringing of kit.</p> <p>Staff and pupil feedback.</p>		
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Key outcome indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement

School Focus and intended impact ?	Actions to achieve Outcome	Planned funding	Actual funding	Evidence	Actual Impact/ Actual Outcome	Sustainability / Next Steps
<p>Walk to school week.</p> <ul style="list-style-type: none"> - Children to understand the benefits of active travel on their learning as well as their health. - Social and creative skills acquired by walking and interacting with friends and the environment. - Road safety awareness and the impact it has outside the school gates. 	<p>Assembly on way walking is beneficial.</p> <p>Each class given a walk to school week pack to monitor and celebrate walking to school.</p> <p>Banners put up around school to inform the parents and the community of the initiative for support,</p>	<p>£205</p>		<p>Each class had a chart which they filled each day to record the number of children either walking, scooting, or biking to school.</p> <p>Children who live outside of Rothwell and must travel by car were encouraged to park and stride further from the school gates to be able to join in.</p>	<p>After collecting charts and speaking to staff we recorded 88% of children did some form of active travel that week.</p>	<p>Regular monitoring of active travel numbers running house or class competitions to see if we can improve the % of children using active travel.</p> <p>Run the walk to school week initiative throughout the academic year.</p>

Key outcome indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport						
School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence	Actual Impact/ Actual Outcome	Sustainability / Next Steps
Real PE Inset training and online portal. <ul style="list-style-type: none"> - Improve staff confidence in delivering Real PE - Access to online portal to help with planning and assessment 	Speak to KSSP and create development to book training	£995		Staff feedback. Better outcomes for children checked using the assessment tools.		Regular top up of training to help staff continue to deliver high quality PE
Support through the Pathfinders cluster <ul style="list-style-type: none"> - Staff have 1 to 1 training on areas they feel they need support. - Staff receive help with all planning and delivery of PE, - Help and guidance given to PE leads. 	Pathfinders cluster recruit and deploy a member of staff for this role. Schools meet to organise academic year timetable. PE leads to organise deployment in their own school based on individual needs.	£1,831.50		PE leads and staff feedback showing improved confidence in delivering PE. Children’s engagement within lessons increased.		

Key outcome indicator 4: Broader experience of a range of sports and activities offered to all pupils						
School Focus and intended impact	Actions to achieve Outcome	Planned funding	Actual funding	Evidence	Actual Impact/ Actual Outcome	Sustainability / Next Steps
Ready Set Ride <ul style="list-style-type: none"> - School to purchase balance bikes and scooters to help with early years and fundamental movement skills. - Children to learn about road safety. - Increase in activity during breaktimes and outdoor learning 	Order 16 balance bike, helmets and road safety signs. Train staff in the use of the equipment. Place bikes in accessible locations for maximum use	£833		Feedback from staff and parents. Assessment of children's fundamental balance skills.	More children leaving KS1 being able to ride a bike without stabilizers. Children understand about road safety.	
Support through the Pathfinders cluster <ul style="list-style-type: none"> - Children given access to a variety of free clubs throughout the year. - Specialist coaching before events and competitions. - Running of all Inter & intra school cluster events. 	PE Leads across the cluster to meet and decide the intended outcomes for the academic year. Set our own competition calendar (outside of the school games) and deploy support where needed.	£1,831.50		Participation numbers on clubs. Greater numbers of children able to attend events. Better results in competitions.		

Accountability

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on your school website. One of the key purposes of putting information on the school website is to keep parents informed, so this information should be written in a format that is clear and easily accessible.

Completed by:	Vicky Gallagher	Date:	
Document updated			

Department for Education guidance on how to use the Primary PE and Sport Premium – updated November 2019

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation, and is central to meeting the government's ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The [School Sport and Activity Action Plan](#) set out government's commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day, with a recommendation of 30 minutes of this delivered during the school day (in line with the [Chief Medical Officer guidelines](#) which recommend an average of at least 60 minutes per day across the week).

The PE and Sport Premium can help primary schools to achieve this aim, providing primary schools with £320m of government funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils. The [PE and Sport Premium survey](#) highlighted the significant impact which PE and Sport has had in many primary schools across England.

Schools must use the funding to make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport you offer.

This means that you should use the premium to:

- ✓ Develop or add to the PE, physical activity and sport activities that your school already offers
- ✓ Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools can use the premium to secure improvements in the following indicators:

1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Active Miles

Where schools choose to take part in an active mile, you should use your existing playgrounds, fields, halls and sports facilities to incorporate an active mile into the school day and develop a lifelong habit of daily physical activity.

What should you funding NOT be used for?

You should not use your funding to:

- ✘ Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of your core staffing budgets
- ✘ Teach the minimum requirements of the national curriculum – with the exception of top-up swimming lessons after pupils' completion of core lessons (or, in the case of academies and free schools, to teach your existing PE curriculum)
- ✘ Fund capital expenditure – the Department for Education does not set the capitalisation policy for each school. School business managers, school accountants and their auditors are best placed to advise on a school's agreed capitalisation policy

Schools compliance

Schools are accountable for their use of the PE and Sport Premium funding allocated to them. Schools are expected to spend the grant for the purpose it was provided only – to make additional and sustainable improvements to the PE, sport and physical activity offered. Schools and local authorities must follow the terms and conditions in the [conditions of grant documents](#).

Ofsted inspections

Ofsted's new [Inspection Framework](#), which came into effect from September 2019, gives greater recognition to schools' work to support the personal development of pupils, such as the opportunities they have to learn about eating healthily and maintaining an active lifestyle. Inspectors will expect to see schools delivering a broad, ambitious education, including opportunities to be active during the school day and through extra-curricular activities. Schools should consider how they use their PE and Sport Premium to support this.

Online reporting

You must publish details of how you spend your **PE and sport premium funding** by the end of the summer term or by 31 July 2020 at the latest. Online reporting must include:

- ✓ The amount of premium received
- ✓ A full breakdown of how it has been spent
- ✓ The impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- ✓ How the improvements will be sustainable in the future

You are also required to publish the percentage of pupils within your year 6 cohort in the 2018 to 2019 academic year who met the **national curriculum swimming** requirement to:

- ✓ Swim competently, confidently and proficiently over a distance of at least 25 metres
- ✓ Use a range of strokes effectively
- ✓ Perform safe self-rescue in different water-based situations

- ✓ Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.

Review of online reports

Schools' online reporting is monitored through an annual sample of schools in each local authority. Active Partnerships review the published information on selected schools' websites to ensure it meets the requirements on premium funding and swimming attainment. The results are reported to the Department for Education, and also help to ensure that Active Partnerships can offer schools in their local area the most relevant support.

Useful websites

PE and sport Premium: conditions of the grant 2019 to 2020

<https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2019-to-2020>

PE and sport premium for primary schools

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

Association for Physical Education

<http://www.afpe.org.uk/physical-education/advice-on-sport-premium/>

Youth Sport Trust

<https://www.youthsporttrust.org/PE-sport-premium>