

# Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

## The DfE Vision for the Primary PE and Sport Premium

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

The funding has been provided to schools to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the funding to:

- develop or add to the PESSPA activities that your school already offer
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools need to ensure **impact** against the following 5 Key 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, Sport and Physical Activity being 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

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 and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2021**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

**\*In the case of any under-spend from 2019/2020 which has been carried over this must be used and published by 31<sup>st</sup> July 2021**

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 – including those specified for swimming
- fund capital expenditure

If any funding from the academic year 2020/2021 has been carried over you **MUST** complete the following section. Any carried over funding **MUST** be spent by 31<sup>st</sup> July 2021

<b>Academic Year:</b>	2020 to 2021
<b>Total Funding Allocation:</b>	20,790
<b>Actual Funding Spent:</b>	Now spend by 05/05/22

## PE and Sport Premium Action Plan

Indicator 1: The engagement of <u>all</u> 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			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?
KS2 swimming who are unable to swim or have missed swimming opportunities at lower school aim is give them the opportunity to gain basic survival and learn swimming skills specific to strokes once over fear of water.	<p>Through parent questionnaires, discussions with pupils we fine out the pupils who need targeting. Some information is also passed on from swimming leads.</p> <p>Pupils walk to local pool, take part in between 6 and 12 weeks of swimming. They are taught as a 1:2/3 ratio as a crash course focus. This will help them overcome water fears if they have them, broaden their understanding and experience of what swimming is and give them lifesaving skills.</p> <p>Now year 6 have been completed we will work with the 30+ who can not swim.</p>	£600 Jan to March £1,200 Sept to dec £1230	<p>Pupils give them lifesaving skills. Those who could not swim have now a had the opportunity to swim and all passed basic survival. 100% of year 6 have had access to swimming in ks2 and have basic survival skills. Parents will be given swimming pools information and offered a discount if would like to continue. Parents feel happy and safer to take their child swimming.</p> <p>Allowed targeted groups support in curriculum and extra-curricular time ensuring they progressed or could access the learning 12% across KS2.</p>

Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?
<p>SSG Transfer/step up day for our new year 5 on their first RBA day on September 6th 2021 – Pupils had a positive 1<sup>st</sup> day experience at RBA. The even allowed them to consolidate learnt information from the morning while having the opportunity to be active. Gave pupils to learning RBA rules and expectations while having the changes to have fun, getting to know new teachers, classmates and work on skills (such as communication, leadership, team work etc) while being outside of the classroom. and many more.</p> <p>SATS reward and incentive May 13th</p> <p>Mini Tennis net and balls (support delivery of new sport and to cope with increase year 5 PE numbers in PE).</p>	<p>SSG Transfer/step up day for our new year 4's on their first RBA day on September 6th 2021. Pupils moved around a number of events with their new classmates and teachers. It allowed the year 5 team and PE staff to interact and get to know pupils a head of structured lessons. This allowed staff to build relationships and questions in formally.</p> <p>To ensure active lessons and more participation, less standing around and full space have been used.</p>	<p>£3,890.67 transfer activity day.</p> <p>£760 for extra form (no 9 forms not 8).</p> <p>£2,700</p> <p>£123 £64.96</p>	<p>Year 5's had the opportunity to acclimatise to RBA environment and aid in their smooth transition to middle school after such a difficult year of schooling and missing the opportunity to get to know class and year team before September.</p> <p>Provide pupils with the following skills; problem solving, team work, self-evaluation, critical thinking, organisational skill, develop communication skills and have the chance to have fun and enjoyment some new experience.</p> <p>To ensure active lessons and more participation, less standing around and full space have been used.</p>
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?
	Allow pupils to take part in Cheer Leading and Dance in autumn term, resources and sessions delivered by	£215	Staff attending will share knowledge and experience gained from the course

<p>Cheer Leading Autumn Term – To develop staff's knowledge and support safe deliver to pupils.</p> <p>HOD and AHOD will attend the partnership team BEDS&amp;LUTON - Primary PE Workshops this is to allow them to network with other teachers in the area, ensure they have the correct knowledge and understanding to support their department and implement the correct curriculum to the pupils</p> <p>Purchase kit for new technician</p>	<p>Dancestarz to staff and pupils then some will go on to enter a L1, L2 competition. <b>Supporting Indicator 5</b></p> <p>Cover requested and agreed to allow both to attend.</p> <p>Once attend the conference and the mini workshops use this to run staff CPD back at RBA to share the new learnt information. Use this knowledge to support the delivery and running of the PE Department.</p> <p>Order and provide starter kit for technician and Jacket.</p>	<p>£75 HOD + AHOD</p> <p>£86.80 + £60</p>	<p>with the department and if needed to whole school.</p> <p>This will support the delivery of lessons giving pupil a better opportunity and a range of experience in the curricular and in extra-curricular activities.</p> <p>More specific after course</p> <p>Feels part of the team, helps lead and support lesson and clubs as needed with SEN or pupils who need the support to positively engage.</p>
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Indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?
<p>Increase range of extra-curricular opportunities offered to pupils by external staff which in tern will increase the number of clubs on offer and then number of pupils able to participate and staff are at full capacity with other clubs and fixtures.</p>	<p>Offer the follow</p> <p>Cheer Leading Summer and Autumn Term Cheerleading, dance sessions delivered by Dancestarz</p> <p>SSG HOT SHOT CHALLENGE AND UF/ST/FG club</p> <p>Information is provided if pupils would like to develop this new activity outside of school through a club or organisation. Allows them opportunities to consolidate their learnt skills outside of curriculum time.</p>	<p>£425 Summer £210 Autumn</p> <p>£480 Extra Summer group 1,200 sept to dec 2 Friday Clubs £550 extra 3<sup>rd</sup> club. £75 Target Goal</p>	<p>Increased participation and progress seen for these specific pupils. Increased development of holistic and whole rounded skills, e.g. communication etc.</p> <p>80-120 pupils per term have had this opportunity free of charge to the parents and careers. 6 members of staff have been involved to support their skills.</p> <p>Whole school drive – Facebook, PE twitter participation. Lots of positive</p>

<p>To install things round school to challenge pupils thinking about resilience, having dreams, setting goals, working hard, British values though inspirational people. Challenge pupils to be active throughout the school day</p>	<p>Create and install an ....Inspirational sports wall (showcase inspirational sportsmen and women across the years/diversity groups etc)</p> <p>.....Active life banner and 4 house banners (promoting well-being, school ethos, active life style, leadership and belonging).</p> <p>Get pupils, parents and the local community involved. They voted for athletes who inspire them.</p>	<p>1,000 Friday Spring clubs</p>	<p>feeling toward sports, PE lesson and RBAs offers to the pupils.</p>
		<p>1,000.00 summer x 2 clubs</p>	<p>KS2 are all given the opportunity to engage in dance sessions which they otherwise would not have been able to take place increasing L1, L2 competition</p>
		<p>£912.49</p> <p>£326.06</p> <p>£734.74</p>	<p>Pupils inspired by a range of sports people who they can relate to, showing them that anything is possible from any background.</p> <p>Pupils taking part in active activities that they would not normally think to do, in order to keep active at break time on the playground. E.g. pupils challenging themselves to complete a mile around the netball courts. House banners, creating a house ethos and buzz around school and excitement about the opportunities the house system will offer next. Used when evaluate and assessing work.</p>

Indicator 5: Increased participation in competitive sport			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?
		£25	Allowed us to enter an extra team to county u11 tournament
		2,386.33	Allowed school to ensure SEN/HA could attend competitions and transport was available.

## To be completed in Summer term

## PE and Sport Premium Impact Review

Indicator 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				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	
KS2 swimming who are unable to swim or have missed swimming opportunities at lower school aim is give them the opportunity to gain basic survival and learn swimming skills specific to strokes once over fear of water.	<p>Through parent questionnaires, discussions with pupils we find out the pupils who need targeting. Some information is also passed on from swimming leads.</p> <p>Pupils walk to local pool, take part in between 6 and 12 weeks of swimming. They are taught as a 1:2/3 ratio as a crash course focus. This will help them overcome water fears if they have them, broaden their understanding and experience of what swimming is and give them lifesaving skills.</p> <p>Now year 6 have been completed we will work with the 30+ who can not swim.</p>	£600 Jan to March £1,200 Sept to dec £1230	<p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <p>Pupils gained life skill of swimming. Improved confidence in and around the water. Basic survival passed by all who took part. 100% of pupils in year 6 have basic survival skills. Parents more confident to take their children into the water.</p> <p><b>Evidence-</b></p>	To continue next year. Ensuring target pupils get this opportunity annually. Relationship with local swimming school sustained.

<b>Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement</b>				<b>Percentage of total allocation:</b>
				<b>%</b>
<b>Intent</b>	<b>Implementation</b>	<b>Actual Cost</b>	<b>Impact</b>	<b>Sustainability and suggested next steps</b>
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	
SSG Transfer/step up day for our new year 5 on their first RBA day on September 6th 2021 – Pupils had a positive 1 <sup>st</sup> day experience at RBA. The even allowed them to consolidate learnt information from the morning while having the opportunity to be active. Gave pupils to learning RBA rules and expectations while having the changes to have fun, getting to know new teachers, classmates and work on skills (such as communication, leadership, team work etc) while being outside of the classroom. and many more.	SSG Transfer/step up day for our new year 4's on their first RBA day on September 6th 2021. Pupils moved around a number of events with their new classmates and teachers. It allowed the year 5 team and PE staff to interact and get to know pupils a head of structured lessons. This allowed staff to build relationships and questions in formally.	£3,890.67 transfer activity day.  £760 for extra form (no 9 forms not 8).	<b>WIDER IMPACT AS A RESULT OF ABOVE</b> Pupils experience a fun and motivating transition event, allowing them to feel comfortable and excited about starting at RBA, after such a difficult few years due to covid. Pupils learned new skills and made friends with future classmates, impacting their wellbeing and easing anxieties around transition. Staff got to know pupils and vice versa, allowing familiarity for transition, all impacting pupil wellbeing and easing worries.	School life-long impact as pupils settle quicker into their introduction to RBA life. Event can take place annually, as relationship with SSG in place as well as the structure of the event able to be repeated each year to benefit pupils to come.
SATS reward and incentive May 13 <sup>th</sup>	SSG activity say, rewarding pupils for their efforts towards sats. After a hard couple of years and the effort it takes to apply themselves towards their sats, we want to provide them with the opportunity to enjoy spending time together and working as a team in an active	£2,700	Pupils felt pride in their efforts toward sats and rewarded for this via the rewards activity day. Pupils enjoyed spending time together and working as a team, developing skills such as leadership, team work and communication. Growth mindset and attitude towards efforts impacted due to rewarding effort put into sats.	Activity day structure in place ready to repeat each year. Pupils have memory and positive experience, long term impact on wellbeing.

Mini Tennis net and balls (support delivery of new sport and to cope with increase year 5 PE numbers in PE).	and engaging way, improving their growth mindset.  To ensure active lessons and more participation, less standing around and full space have been used.	£123 £64.96	Pupils developed skills associated with sport of tennis, e.g. coordination and agility. Smaller group sizes allowed due to more nets/court space, resulted in more activity and time on the ball.	Equipment can be used for years to come, benefitting many more pupils and PE lesson quality.
<b>Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport</b>				<b>Percentage of total allocation:</b>
				<b>%</b>
<b>Intent</b>	<b>Implementation</b>	<b>Actual Cost</b>	<b>Impact</b>	<b>Sustainability and suggested next steps</b>
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	
Cheer Leading Autumn Term – To develop staff’s knowledge and support safe deliver to pupils.  HOD and AHOD will attend the partnership team BEDS&LUTON - Primary PE Workshops this is to allow them to network with other teachers in the area, ensure they have the correct knowledge and understanding to support their	Allow pupils to take part in Cheer Leading and Dance in autumn term, resources and sessions delivered by Dancestarz to staff and pupils then some will go on to enter a L1, L2 competition. <b>Supporting Indicator 5</b>  Cover requested and agreed to allow both to attend.	£215  £75 HOD + AHOD	<b>WIDER IMPACT AS A RESULT OF ABOVE</b> Staff confidence to deliver this activity increased, evidenced by their capability and confidence when delivering and teaching. Pupils engagement and participation reflects this.  HOD and AHOD brought new found knowledge back to PE dept and delivered CPD to benefit the whole dept and therefore the pupils. After covid, the impact will be greater still.	Staff knowledge and confidence to grow over time and continue to develop. Pupils to benefit from this via future opportunities run by staff.  Staff to take part in CPD/meetings where knowledge gained is shared. HOD and AHOD to determine how this can be further developed and implemented into teaching practice and



department and implement the correct curriculum to the pupils	Once attend the conference and the mini workshops use this to run staff CPD back at RBA to share the new learnt information. Use this knowledge to support the delivery and running of the PE Department.			extra-curricular activities within RBA.
Purchase kit for new technician	Order and provide starter kit for technician and Jacket.	£86.80 + £60	PE technician feels a part of the team, represents the school and is a visible member of staff for pupils when outside on the field etc.	PE technician to represent the school in clubs/fixtures with the pupils. Confidence and self-esteem increased to feel like a member of staff, delivering physical activity to target pupils.

#### Indicator 4: Broader experience of a range of sports and activities offered to all pupils

**Percentage of total allocation:**

%

Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	
Increase range of extra-curricular opportunities offered to pupils by external staff which in turn will increase the number of clubs on offer and then number of pupils able to participate and staff are at full capacity with other clubs and fixtures.	<p>Offer the follow</p> <p>Cheer Leading Summer and Autumn Term Cheerleading, dance sessions delivered by Dancestarz</p> <p>SSG HOT SHOT CHALLENGE AND UF/ST/FG club</p>	<p>£425 Summer £290 Autumn</p> <p>£480 Extra Summer group</p>	<p>Pupils developed a range of skills, such as self-esteem, team building, communication, leadership etc. Reflected in their attitudes to PE and enjoyment when taking part.</p> <p>Participation in dance increased, pupils enjoyed having this opportunity.</p>	Participation in future clubs should increase due to positive experiences here. HOD/AHOD to monitor and reflect. Relationship with coaches established for future opportunities to run for more pupils.

<p>To install things round school to challenge pupils thinking about resilience, having dreams, setting goals, working hard, British values though inspirational people. Challenge pupils to be active throughout the school day</p>	<p>Information is provided if pupils would like to develop this new activity outside of school through a club or organisation. Allows them opportunities to consolidate their learnt skills outside of curriculum time.</p>	<p>1,200 sept to dec 2 Friday Clubs £550 extra 3<sup>rd</sup> club. £75 Target Goal 1,000 Friday Spring clubs</p>	<p>Great feedback from parents, staff and activity leaders with regards to pupils engagement and enjoyment.</p> <p>Pupils inspired by a range of sports people who they can relate to, showing them that anything is possible from any background. Pupils seen looking at and discussing the posters and banners. Pupils feel represented by the range of sports people on show, inspiring them and increasing their interest in a range of sport.</p>	<p>Banners to be in place for years to come, inspiring and motivation pupils for many years.</p>
	<p>Create and install an ....Inspirational sports wall (showcase inspirational sportsmen and women across the years/diversity groups etc)</p>	<p>1,100.00 summer x 2 clubs</p>	<p>Pupils seen running around the playground when they wouldn't have otherwise= increased physical activity during unstructured time.</p>	
	<p>.....Active life banner and 4 house banners (promoting well-being, school ethos, active life style, leadership and belonging).</p>	<p>£912.49</p>	<p>House banners used to motivate and inspire pupils during assemblies. Pupils feel a sense of pride in their house and house icon, increasing motivation to take part in house challenges and be active.</p>	
	<p>Get pupils, parents and the local community involved. They voted for athletes who inspire them.</p>	<p>£326.06 £734.74</p>		

#### Indicator 5: Increased participation in competitive sport

Percentage of total allocation:

%

Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your intentions		What do pupils now know and what can they now do? What has changed? <u>Provide</u>	

and be able to do and about what they need to learn and to consolidate through practice			evidence on impact on participation and attainment	
<p>Provide umpire for ks2 netball tournament to allow more pupils to take place.</p> <p>Ensure there is an extra member of staff present in lessons where there is a large number of pupils with extra needs for understanding etc.</p>	<p>Paid for umpire to assist us at the ks2 netball tournament L3. This meant we could take another team and allow more pupils to participate.</p> <p>Adult provided in those lessons.</p>	£25	<p>More pupils able to take part in inter school competition, after the impacts of covid.</p> <p>Pupils progress for target pupils identified in these groups.</p>	<p>These pupils had an experience they wouldn't otherwise have been able to have, impacting their confidence and wellbeing. We can look to do this again in future years, if needed.</p> <p>These pupils will have had the support they needed, especially after the pandemic. This can be looked at in terms of sustainability for future years also.</p>

## Meeting National Curriculum Requirements for Swimming and Water Safety

House water safety poster, video delivered in summer term to all year's in form time (10-15minutes activity)

Online recourse video uses as a warm up for KS2 Summer term or wet weather lesson as previous years, all year 6 have had the opportunity to access swimming lesson within school to ensure they have basic water safety skills.

The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort	Current Cohort year 6 2021
What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at <b>least 25 metres</b> ?	62%
What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	59%
What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?	38.1%
Schools can choose to use their 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?	Yes 89%

(See summary spreadsheet for full details of key impact for each year) **Amanda to double check finance**

## Additional information that could form the basis of a report to governors

Financial Year	Budget	Actual Spend
2013 - 2014	10,265	10,265
2014 - 2015	10,195	10,195
2015 - 2016	10,300	10,300
2016 - 2017	10,400	10,400
2017 – 2018	20,800	20,800
2018 – 2019	£20,750.00	£20,750.00 (now spent see 2019 – 2021 report)
2019 – 2020	£20,790.00	20,790.00 (now spent see 2019 – 21 report)
2020 – 2021	£20,790.00	20,790.00 (now spent see 2019 – 21 report)6
2021 - 2022	£20,800.00	9,407.35 (11,392.65 to carry forwards to 22-23)

Summary of key achievements for 2020-2021	Summary of key plans for 2021-2022
<p>To obtain some normality to the delivery to lessons, clubs and fixtures.</p> <p>To develop ICT resources and equipment within PE</p> <p>To provide KS2 pupils with the following skills; problem solving, team work, self-evaluation, critical thinking, organisational skill, develop communication skills and have the chance to have fun and enjoyment some new experience which have been missed due to cancellation of trips and residential over the pandemic.</p>	<p>Increase extracurricular opportunities and added to the range or activities delivered to pupils with not impact to staff's wellbeing and parents financially.</p> <p>Provide positive opportunity's through sports and activity to develop key fundamentals pupils have missed out on due to COVID 19 Pandemic.</p>

Signed off by		Date
PE Lead	Sarah Robson	12.07.2022
Headteacher	Sam Farmer	
Governor		