

Evidencing the impact of the Primary PE and sport premium

Rolls Crescent Primary School

Commissioned by



Department
for Education



Rolls Crescent Primary School

Created by



Details with regard to funding
Please complete the table below.



Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£19,400
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£19,270
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 19270

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 pupils today and for the future.

Academic Year: 2021/22		Total fund allocated: £19,270	Date Updated: 25/07/22	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				19%
Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>To ensure that pupils have the opportunities to be active within the school day. This is outside of the PE curriculum and should focus on physical activity.</p> <p>A big focus is to be on children who do not engage in physical activity.</p>	<p><u>Tagtiv8 CPD</u></p> <p>Specialist PE teacher to upskill teachers on the use of Tagtiv8. Mr Hannon to work with class teachers to introduce and demonstrate the Tagtiv8 program.</p>		<p>£330</p> <p>The Tagtiv8 programme is now a tool that teachers can use to engage children with physically active lessons. The scheme comes with lesson plans and activities and teachers now have the confidence to use the resources to develop their own lessons. From speaking to children, they stated that they enjoyed the active lessons and that it was great to have a new way to learn. These lessons are conducted during the allocated subject time and not as a PE lesson.</p>	<p>Hold refresher sessions yearly to introduce to new staff, remind current staff and introduce new activities. Engage with Bryn (Tagtiv8) to run a staff CPD session.</p> <p>Conduct staff and pupil voice surveys to gain a better understanding of its impact.</p> <p>The physical equipment is property of the school but may need top ups periodically.</p> <p>Engage with CASF to increase physical activity.</p>
	<p>Autumn Term</p> <p>Appoint 'One Goal' coaching company to engage children during lunchtime activities (11.30- 13.00)</p> <p>KS2 children have directed and competitive physical activities for a part of their lunchtime provision. These will be varied activities and sports.</p>		<p>£ 1986.12</p> <p>With directed tasks, the children reported that they were more engaged with physical activity. (leading to the target of 30 minutes). They reported that they felt happier when returning to class.</p>	<p>Employ an outside agency to engage with KS2 children during lunchtimes. The aim is to upskill existing staff who can engage with the children during lunchtimes.</p>

	<p>Spring and Summer Term Mr Hannon to run a lunchtime league (broad offer of sports) for Yr5/6 students. It is open to all and weekly updates are presented during Friday celebration assemblies. Presentation and medal ceremony to be conducted at the end of each league.</p> <p>Mr Hannon to engage with children who are less physically active. Broader range of activities are to be offered during lunchtimes and engagement in adult led games to be promoted.</p> <p>Playground Activity Leaders Mr Hannon to conduct a training session for the PALs.</p>	£1238	<p>The lunchtime leagues were a success and saw many more children engage in lunchtime activity. Children who generally do not compete in competitive sport were involved. Many stating that it was the first they had played in a match. As there were varied offers of sports, children who don't enjoy football, had a chance to compete in a sport they like. It also opened up opportunities for children who had not played sports (outside of PE).</p> <p>This worked well for the initial few weeks but as staffing needs were stretched, timings had to change and Mr Hannon was needed elsewhere. When it was ongoing, more children were engaged with a bigger variety of activities. Staff reported that children returned to the classroom with less 'lunchtime issues'.</p> <p>Year 6 children were trained up and deliver organised lunchtime activities to KS1 children. Teachers reported that more children were engaged and there were less behavioural concerns. Year 6 children gained leadership experience.</p>	<p>Next steps: train UKS2 children to host and deliver competitive fixtures. Once an easy to use model is in place, the pupils should be able to self-sufficient with the running of a lunchtime competition, with adult facilitation and supervision.</p> <p>Employ an outside agency to continue the delivery of intra-school competitions.</p> <p>For this to be sustainable qualified and enthusiastic staff will need to be present on the playground. We currently have Playground Activity Leaders working well in KS1 so may look at this for KS2 as well. Next steps: train up LTOs and lunchtime staff to promote physical activity at lunchtimes.</p> <p>Continues the PALs programme next year. Mr Hannon to deliver a training session or engaged with Team MCR to deliver.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1%
Intent	Implementation	Impact	Sustainability and suggested next steps	

With an increased awareness across the school and more exposure to PESSPA within school and the community, pupils will have a greater sense of the importance of being physically active and taking care of their bodies (and minds).	Apply for School Games Mark when it opens in May. Mr Hannon will require time to complete this application. The school will gain recognition for achievements throughout the year. The certificate will be displayed in the school as well as on the school website.	£94.40	After correspondence with the SGO, Rolls Crescent were awarded gold. This is up from the last application and award of bronze.	This will be a yearly application and will focus on maintaining our gold status. After four years of gold, we can apply for platinum, the highest award.
	Create links with local clubs. Mr Hannon will require time to complete this action. Depending on the clubs contacted, some visits may be possible.	£118	Children now have an 'exit route' to join local clubs. The links are posted on the school website and parents are sign posted to the link.	Maintain and build contacts with clubs. Develop further links and invite clubs into school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				80%
Intent	Implementation		Impact	Sustainability and suggested next steps:
We aim to use the bulk of the sports premium grant to deliver CPD to class teachers for 'outdoor games'. This includes invasion games, athletics, bat, net and ball games. After this academic year, class teachers should have the confidence and competence to deliver high quality PE session for their respective classes. High quality PE lessons will give the children strong physical literacy and then the confidence and competence to engage in a range of sports and physical activities. This will form the base for children pursue activity outside of school and into later life. An inhouse PE specialist will be available should further support be required.	Autumn Term One Goal coaching company will deliver CPD to the class teachers.	£1074.88	No evidence was collected on the impact of this CPD.	Further staff training sessions.
	Spring and Summer Mr Hannon will take over the CPD. A clear structure will be in place. Before the sessions, the aim is to conduct a staff training session to outline the structure of lessons as well as the CPD program. The staff will also be made clear of the difference between physical activity and physical education. Teachers will observe first of all. The next stage is to plan and deliver together. Initially, Mr Hannon will lead this but teachers will then take	£12,403.60	Class teachers who were part of the CPD programme, now have the experience, exposure and have developed further confidence and competence to deliver a strong PE curriculum. During the programme continuous feedback was given, highlighting areas of strength and areas to improve. The quality of sessions and delivery has improved and teachers have reported that they feel more	Learning walks and lesson observations to take place to ensure a high-quality curriculum is in place. A PE specialist to remain employed by the school to further support staff and deliver staff training sessions. Conduct staff voice and support where required.

As we employed an outside agency for the last number of years to deliver the PE curriculum and they provided their own equipment, we had a very limited stock. In order to deliver lessons we need to purchase and upgrade our PE equipment.	<p>over by leading the planning and delivery of the sessions. Staff will be given a progression document to ensure the lessons being delivered fit into the national curriculum framework.</p> <p>A whole range of new equipment was purchased for the PE curriculum. Once the long term plan was put in place and after an equipment audit, orders were put in place for the required equipment.</p> <p>Old and tired PE equipment, can be used for playground/break times.</p>	£1662.50	<p>confident to deliver session for their year group now. The ability of the children has improved as well with clear lesson objectives and 'bridging back' within each lesson.</p> <p>New, usable and age appropriate equipment, leads to increased engagement and participation. Having an adequate amount of equipment leads to less waiting time, meaning children are more active, have more time practising the skills/knowledge and improved behaviour within lessons.</p> <p>More equipment available leads to increased physical activity and less 'behavioural incidents'. Studies have shown that when children are more active, they are better engaged, happier, healthier and improve social skills.</p>	<p>The PE store is now separate to the playground equipment. The equipment has specific, giving staff ease of access and PE lead ease of audit. Through wear and tear or loss, new equipment will need to be purchased. After a review of the long-term plan and if new sports are introduced, new equipment may need to be purchased.</p>
Primary PE Passport subscription.	This scheme has been purchased to give teachers ease of access to lesson plans, a long term plan and assessment tools. The scheme builds on the previous skills so shows clear progression of learning.	£300	With an easy to access scheme of work, teachers can now deliver the lessons with more confidence and competence. Teachers have the skills, ability and confidence to adapt the lessons to fit their class and 'stage'. The lesson plans were used for CPD.	Review and audit the PE Passport scheme.
PPE (Rain jackets) purchased to protect staff during cold and wet weather.	As we live in Manchester, we are teaching the children to adapt to the	£62.50	Staff feel more comfortable when delivering in outdoor conditions and	Keep jackets in good condition to for long term use.

	weather when being outside. By providing staff the appropriate PPE, they are able to be more comfortable when outside and model to children.		are protected from the elements. It adds professionalism and raises the profile of PE.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>In order for children to engage in a lifelong participation of physical activity, it is vital that they experience a broad range of sports. It is important that we make them aware of the transferable skills between certain sports and activities.</p> <p>We want to offer a variety of clubs and activities as well as targeting children who may be 'less active'.</p>	<p>We have offered a range of clubs through school staff and outside agencies.</p> <p>These have included: skateboarding (with a trip to a skatepark), netball, football, dodgeball, multi-skills, multi-sport, baseball, dance, squash, touch rugby, cricket, yoga and Gaelic football.</p> <p>School will subsidise the clubs are cover any shortfall.</p>	Not required	<p>Children have engaged in these clubs thus increasing their physical activity as well as experiencing a broader range of sports.</p> <p>Post clubs, children have stated that they are keen to carry on the activity and have been sign posted towards external clubs.</p> <p>This is a main aim of PESSPA is primary school.</p>	<p>Employ and outside agency to carry on after school clubs every day.</p> <p>These clubs are to be offered to all year groups and are to cover a broad range of activities. The school will charge for these clubs but will cover any shortfall.</p>
	<p>We have adapted our curriculum this year to introduce a new sport, badminton. Mr Hannon has delivered a staff training session on this.</p>	Part of salary		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	Sustainability and suggested next steps
Throughout a child's school life, we aim to offer as many opportunities as possible to participate in competitive sport. We aim for all children to participate at level 1 and intent to increase our participation of level 2 and 3. To implement this, we need the staff to conduct sessions and take children to competitions. The staff who take the children will need covering. There will be a cost to this. A plan needs to be put in place and <i>further discussion is required</i> .	This year we took part in intra and interschool competitions but no cost was incurred from the Sports Premium funding.	£0	Children engaged in school sport and received a rounder school life experience. The school games values were adapted for these events. Our virtual event had a Commonwealth Games theme. This helped support our school games application and award of gold status.	Engaging in school sport will be a key focus for Rolls Crescent next year. A main barrier for inter-school competition is the timings of the events and transport. This will need to be reviewed and a portion of the funding allocated to increase participation if required.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	