

Roose Community Primary School

Sports Premium Fund Allocation 2021 - 2022

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| Key achievements to date until July 2022: | Areas for further improvement and baseline evidence of need: |
| * Children have accessed Yoga in school. Each year group have accessed a half term or term of 30 minutes – 1 hour of yoga. Year 6 had additional sessions to support relaxation and stress management prior to SATs. Children have also had coaching from a range of other sports coaches, including tennis, rugby, cricket, football, multi-skills, karate, swimming etc. * Children take part in at least 30 minutes of physical activity daily by taking part in Just Dance activities and the daily mile during lesson time. * Children access the recommended 60 minutes of moderate physical activity a day through PE lessons, Just Dance, Daily mile and playtimes where they are encouraged to be active. * Children take part in 60 minutes of PE twice a week. * Children are able to participate in a range of after school sports clubs and team events e.g. cricket, tennis, cross-country, running, football, netball, basketball, multi-skills, athletics etc * Children have access to a newly surfaced playground with additional markings on to encourage physical activity and healthy living and playing. * Children have access to trim trail equipment which fun, physical development and the strengthening of gross motor skills. * Children have been able to access again multi-team sports events with other schools. * Development of the playground and field equipment and opportunities. | ·Take part in a wider range of sports through the Barrow School Games Organiser events  ·Target less active children by organising activities to match their interests. Use PE funding to pay for some after-school curriculum clubs run by coaches.  Continue to develop participation in sporting events and activities across Furness.  Develop the range of sporting and playtime equipment to encourage positive and active play.  Develop the storage of equipment for PE and games so equipment is easily accessible.  · |

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| Meeting national curriculum requirements for swimming and water safety. |  |
| 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 pupils may swim in another year please report on their attainment on leaving  primary school at the end of the summer term 2020. | 95% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 95% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 95% |
| 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? | We offer a term of swimming for every year group from year 1 to 6. This means that children are able to develop strong swimming skills and technique over time. |

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| **Academic Year:** 2021/22 | **Total fund allocated:** £ 17,680  **Spent -** £25,600 | **Date Updated: July 2022** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 60 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| 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: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| ·Minimum of two hour long PE sessions per week with at least one being taught by a coach or specialist. We provide specialist coaching for: yoga, cricket, football, rugby, multi-skills, karate, tennis  ·Make playtimes and lunchtimes active and increase physical activity levels during these times.  Ensure that all children take part in the daily mile using the daily mile track.  To encourage more active play times and outdoor learning. To develop team work and participation in games and keeping physically healthy.  To encourage active play and development of gross motor skills. | Secure contract with Barrow AFC coaches, karate coaches and yoga teacher. PE leader to devise curriculum map of the areas and year groups that will have PE delivered by a coach.  Equipment purchased for playtimes and lunchtimes.  Organise a timetable for the daily mile and encourage children and staff to participate.  Purchase of playground markings for newly re-surfaced playground. A range of active playground games and PE/fitness activities to use during PE lessons and playtimes.  Purchase trim trail equipment for the field. This can be used at break times and as part of the daily mile. Nursery purchasing a smaller EYFS climbing castle for reception to access too. | £5000  £1000  £6000  £12,200 | Pupils are more active in PE lessons and prepared for future competitions.  Pupils are active during playtimes and lunchtimes.  Children’s stamina and well-being increased as well as an improvement in behaviour and concentration in lessons.  The children are physically more active. They are excited and enthusiastic about keeping active and healthy. They are able to work together and cooperate – skills which will transfer into team sports and inter-school tournaments.  Children are confident, adventurous and active. They enjoy physical activity and are able to challenge themselves. They interact with others and build stamina and strength. | Target less active children, organising activities that match their interests by conducting pupil conferences.  Ensure that children continue to be active throughout the school day including: at lunchtimes, during brain gym activities and by timetabling daily physical activity.  Offer a range of extra-curricular clubs.  Dinner staff to interact with children and teach them games, encourage games – staff meeting?  Monitor use of equipment and safety to begin with. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| 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: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| ·Continue to invest in equipment as resource audits identify need and ensure the maintenance and repair of existing equipment (apparatus, PE mats etc).  ·Teachers encouraged to identify a child in each PE lesson to verbally recognise efforts and sporting behaviour, not just skill. | PE leader to conduct annual audit and identify need. PE Safe company to check equipment and inform us of any repairs needed. New equipment to be purchased. | £500 | A range of equipment enables teachers to deliver a wide range of activities which increases motivation, enjoyment and participation in PE and breakfast and after-school club.  Children will be able to name the qualities and values associated with good sporting behaviour. | Introduce a termly Sports Award with an emphasis on the School Games Values to further promote these. Place School Games Values on display to remind children what they are aiming for, Make staff aware.  Continue to invest in PE safety and a range of good quality equipment that will enthuse and motivate both staff and pupils in PE lessons. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed? |  |
| consolidate through practice: |  |  |  |  |
| Strengthen staff skills, knowledge and capabilities of delivering high quality PE and School Sport. | Purchase PE IPEP scheme and roll-out across school. | £700 | Improved subject knowledge for all teachers in a range of sports. | Monitor success of new scheme – subject leader |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed? |  |
| consolidate through practice: |  |  |  |  |
| Additional achievements:  Employ a yoga teacher to deliver a programme to Year 6 pupils to develop relaxation and exercise in the term leading up to SATS.  Employ karate instructor to deliver sessions to all year groups.  Employ a tennis coach to deliver tennis sessions for Year 4 and 6 in preparation for tennis competitions.  Staffing employed in Key Stage 1 to work on developing gross motor skills during interventions and playtimes and lunchtimes.  Outdoor activities and residentials for children in years 3 and 4. | Yoga teacher to work with Year 6.  Contact instructors and arrange sessions within the timetable.  Staff to work with target children to develop gross motor skills after the lockdown. | See above | Year 6 children have benefitted from yoga from the class teacher both physically and for their mental well-being. Class teachers would have observed and participated in yoga sessions with the instructor.  All children received belts / grading (ranging from yellow – red belt).  Children’s core strength and gross motor skills improved and caught up to ARE. | Teachers are now able to deliver some yoga, karate and tennis activities without the need for specialist coaches.  This will need to continue next year / or plan extra physical activity using the outdoor area through use of bikes and trikes etc to develop gross motor skills. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** | |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has | |  |
| what they need to learn and to |  |  | changed? | |  |
| consolidate through practice: |  |  |  | |  |
| Subscribe to Furness Academy PE and Sports package to provide opportunities for KS2 pupils to participate competitively in a range of different sports.  Provide transport to events.  Take advantage of any other opportunities for competition as they arise and encourage pupils to participate. | Complete service level agreement with Furness Academy.  Plan staffing and transportation so that pupils can attend as many events as possible.  Plan PE Curriculum and extra-curricular activities to ensure pupils are provided with adequate instruction to enable them to perform confidently in competitive events. | £200 for taxis | Inter-schoo levents have been taking place and Roose have been successful at these events. | Continue to plan PE curriculum and extra-curricular clubs (as far as possible) around the competition calendar provided by Craig Rutherford (Barrow AFC) to give pupils the best chance in competitions.  Research leasing a minibus to support sporting events.  Use Sports Day, PE lessons, extra-curricular clubs to provide as many competitive sporting opportunities as possible for as many children as possible. Ensure each of these opportunities reinforces the School Games values and teaches children that it is okay to lose. | |

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| Signed off by | |
| Head Teacher: | J Redhead |
| Date: | 20.7.22 |
| Subject Leader: | J Elliott |
| Date: | 20.7.22 |
| Governor: | F Chatfield |
| Date: | 20.7.22 |