



Roose Community Primary School Sports Premium Fund Allocation

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ·Year 5 / 6 tennis team attended the Furness tennis tournament and placed fourth place out of fourteen schools (19/20). ·Key Steps 1 gymnastics team attended the Barrow cluster gymnastics competition and placed fifth place (19/20). ·Year 5 / 6 football team have participated in the Barrow football league (19/20). ·Children receive a broad PE curriculum delivered by a range of high quality coaches. ·Children achieve the recommended 30 minutes of physical activity in school hours. 	<ul style="list-style-type: none"> ·Increase participation in extracurricular activities, especially in Key Stage 2. ·Take part in a wider range of sports through the Barrow School Games Organiser events. ·A whole-school focus on achieving the daily 30 minutes of physical activity in school hours during the pandemic using a holistic approach to promote mental health and wellbeing. ·Target less active children by organising activities to match their interests.

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.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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

Academic Year: 2019/20	Total fund allocated: £ 17,580	Date Updated: July 2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 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:
<p>·Minimum of two hour long PE sessions per week with at least one being taught by a coach or specialist.</p> <p>·Increase the number of sporting / active extra-curricular clubs to provide a minimum of two additional hours of activity for KS1 and three additional hours for KS2.</p> <p>Ensure that all children take part in the daily mile using the daily mile track.</p>	<p>Secure contract with Barrow AFC coaches. PE leader to devise curriculum map of the areas and year groups that will have PE delivered by a coach.</p> <p>Organise a timetable of outside coaches to ensure additional sporting / active clubs can be delivered after school.</p> <p>Organise a timetable for the daily mile.</p>	<p>£8500</p>	<p>Pupils are more active in PE lessons and perform well in competitions.</p> <p>Attendance at extra-curricular clubs had increased. Attendance is high in KS1 and numbers have improved in KS2.</p> <p>Children’s stamina increased as well as an improvement in behaviour and concentration in lessons.</p>	<p>Target less active children, organising activities that match their interests by conducting pupil conferences.</p> <p>Ensure that children continue to be active throughout the school day during the pandemic including: at lunchtimes, during brain gym activities and by timetabling daily physical activity.</p> <p>Children who take part in breakfast and after school clubs to be offered physical activity sessions outside to keep physically active before and after school.</p> <p>Continue to timetable the daily mile.</p>

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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>·Continue to invest in equipment as resource audits identify need and ensure the maintenance and repair of existing equipment (apparatus, PE mats etc).</p> <p>·Teachers encouraged to identify a child in each PE lesson to verbally recognise efforts and sporting behaviour, not just skill.</p>	<p>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.</p>		<p>£7000</p> <p>A range of equipment enables teachers to deliver a wide range of activities which increases motivation, enjoyment and participation in PE and extra-curricular clubs.</p> <p>Children will be able to name the qualities and values associated with good sporting behaviour.</p>	<p>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.</p> <p>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.</p>

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 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:
Strengthen staff skills, knowledge and capabilities of delivering high quality PE and School Sport.	Staff INSET in yoga / meditation delivered by two instructors. Staff working alongside outside coaches to improve knowledge and skills.	£1500	Improved subject knowledge for all teachers. Teaching staff have been more involved in delivering extra-curricular coaching for competitive tennis, football and gymnastics. Improved pupil participation and attitude in yoga and dance.	Continue to monitor standards in teaching and audit staff skills regularly. Plan in one active PE training each term to develop knowledge and skills. PE leader to ensure that dance / yoga continues to have a strong focus in each year group and if necessary, organise staff / coaches so that dance / yoga can be taught by those who are confident and able.
Employ a yoga instructor to work alongside class teachers in Reception, KS1 and Year 6.	Yoga participation used to improve flexibility and core strength but also as a tool to relax pupils and improve well-being.			
Employ a dance coach (Limitless Dance) to work alongside teachers to prepare a dance sequence that pupils could perform.	Dance coach to deliver sessions leading to a choreographed performance. Evaluations to be completed afterwards with staff and pupils.			
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 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:
<p>Additional achievements:</p> <p>One cohort chosen to participate in the UDance festival involving working with a dance teacher, preparing a performance related to a curriculum area (sound waves) and then performing their dance to an audience alongside other primary schools.</p> <p>Employ a yoga teacher to deliver a programme to Year 6 pupils to develop relaxation and exercise in the term leading up to SATS.</p> <p>Employ karate instructor to deliver sessions to year 4 and 5.</p> <p>Employ a tennis coach to deliver tennis sessions for Year 4 and 6 in preparation for tennis competitions.</p>	<p>Year 4 to work with JR on dance and perform at festival.</p> <p>Yoga teacher to work with Year 6.</p> <p>Contact instructors and arrange sessions within the timetable.</p>	£200	<p>Year 4 pupils would have experienced dancing on stage and performing for an audience. Boys attitudes to dancing are much improved through using sound waves as a stimulus and motivational music.</p> <p>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.</p> <p>All children received belts / grading (ranging from yellow – red belt) with some children receiving special trophies to recognise attainment and success.</p>	Teachers are now able to deliver dance, yoga and other activities without the need for specialist coaches.
Key indicator 5: Increased participation in competitive sport				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:
<p>Subscribe to Furness Academy PE and Sports package to provide opportunities for KS2 pupils to participate competitively in a range of different sports.</p> <p>Provide transport to events.</p> <p>Take advantage of any other opportunities for competition as they arise and encourage pupils to participate.</p>	<p>Complete service level agreement with Furness Academy.</p> <p>Plan staffing and transportation so that pupils can attend as many events as possible.</p> <p>Plan PE Curriculum and extra-curricular activities to ensure pupils are provided with adequate instruction to enable them to perform confidently in competitive events.</p>	£300	An increased number of children took part in competitive sport.	<p>Continue to plan PE curriculum and extra-curricular clubs (as far as possible) around the competition calendar provided by Furness Academy to give pupils the best chance in competitions.</p> <p>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.</p>

Signed off by	
Head Teacher:	J Redhead
Date:	17.7.20
Subject Leader:	J Elliott
Date:	17.7.20

Governor:	F Chatfield
Date:	17.7.20