



Roose Community Primary School Sports Premium Fund Allocation

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none">·Children have accessed Yoga via Zoom during lockdown at home and in school.Children take part in at least 30 minutes of physical activity daily by taking part in brain gym activities and the daily mile.·Children take part in 60 minutes of PE twice a week.	<p>Depending on COVID restrictions:</p> <ul style="list-style-type: none">·Re-introduce a range extra-curricular club activities to increase well-being, health and fitness after the lock down.·Make playtimes and lunchtimes active and increase daily physical activity levels to beyond 30 minutes per day aiming for every child to access at least minutes of daily physical activity.·Take part in a wider range of sports through the Barrow School Games Organiser events (may be virtual).·Target less active children by organising activities to match their interests.·An emphasis on physical activity throughout the school, particularly in Reception and KS1 where basic core skills may not have been developed and may be impacting gross motor skills, fine motor skills and writing.·Ensure that all staff appreciate the importance of physical activity on mental health and well-being as well as

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?	Not this year.

Academic Year: 2020/21	Total fund allocated: £ 17,640	Date Updated: July 2021		
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:
<ul style="list-style-type: none"> ·Minimum of two hour long PE sessions per week with at least one being taught by a coach or specialist. Yoga teacher delivering sessions via Zoom for children learning at home during lockdown. ·Make playtimes and lunchtimes active and increase physical activity levels during these times. ·Make breakfast and after school clubs active to increase physical activity levels. Ensure that all children take part in the daily mile using the daily mile track. 	<ul style="list-style-type: none"> 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. Equipment purchased for breakfast and after school club. Organise a timetable for the daily mile. 		<ul style="list-style-type: none"> Pupils are more active in PE lessons and prepared for future competitions. Pupils are active during playtimes and lunchtimes. Children are active in breakfast and after school club. Children’s stamina and well-being increased as well as an improvement in behaviour and concentration in lessons. 	<ul style="list-style-type: none"> 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 during the pandemic including: at lunchtimes, during brain gym activities and by timetabling daily physical activity. Continue to timetable the daily mile. As restrictions ease reintroduce swimming and extra-curricular clubs.

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>	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>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.</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> <p>Install new markings for the playground, active trail on the field and bikes and trikes to improve gross motor skills in KS1 (a concern identified by Reception and Year 1 teacher).</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 working alongside outside coaches to improve knowledge and skills.		Improved subject knowledge for all teachers in a range of sports.	Staff INSET to be delivered by PE lead or Barrow AFC on specific needs.
Employ a yoga instructor to work alongside class teachers in Reception, KS1 and KS2.	Yoga participation used to improve flexibility and core strength but also as a tool to relax pupils and improve well-being.		Improved pupil participation and attitude in yoga.	Continue to monitor standards in teaching and audit staff skills regularly. Plan in one active PE training each term to develop staff knowledge and ideas of drills and practic 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.

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>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 all year groups.</p> <p>Employ a tennis coach to deliver tennis sessions for Year 4 and 6 in preparation for tennis competitions.</p> <p>Staffing employed in Key Stage 1 to work on developing gross motor skills during interventions and playtimes and lunchtimes.</p>	<p>Yoga teacher to work with Year 6.</p> <p>Contact instructors and arrange sessions within the timetable.</p> <p>Staff to work with target children to develop gross motor skills after the lockdown.</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).</p> <p>Children’s core strength and gross motor skills improved and caught up to ARE.</p>	<p>Teachers are now able to deliver some yoga, karate and tennis activities without the need for specialist coaches.</p> <p>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.</p>

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>		<p>Unfortunately, these events did not take place due to the pandemic.</p>	<p>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.</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:	14.7.21
Subject Leader:	J Elliott
Date:	14.7.21

Governor:	F Chatfield
Date:	14.7.21