

Riversdale Primary School Sports Premium Review and Reflection

Considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why?

Key achievements to date 2019/20:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Using pupil voice to enable new after school clubs to take place at school E.g. Boxing. - Year 6 pupils given the roles of sports leaders and given the chance to lead sessions with KS1 children. - Year 6 pupils also taken on the roll of 'Girls Active' to promote confidence in girls and sport. - Outside agencies employed to deliver sport in lunchtimes to encourage more physical activity - Outside agencies employed to up skill classroom teachers - Teachers sent on CPD courses to up skill their knowledge of PE and how to integrate it into the classroom. - Morning Clubs to allow more children to participate in clubs including PP children 	<ul style="list-style-type: none"> - More inclusive opportunities for all children including those who are in the base. - Different range of inclusive sports in curriculum time - More inactive children focused on to get the whole school moving.

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.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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/No

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: 2019/20		Total fund allocated: £19047	Date Updated: June2020	
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: 58%
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:
All children to access high quality PE lessons including a range of sports inside and outside the classroom.	Using outdoor learning to facilitate this approach.	£5000	Physical Education does not need to simply happen outside it can be integrated into the whole curriculum so it is widely used in cross-curricular activities.	Pupils to survey what they have been doing that is cross curricular within PE and then to use these ideas in a staff meeting so other teachers can learn from others (outdoor learning ideas).
Inactive children are identified and given increased opportunities to participate.	Using specialised PE teacher			
All children to take part in swimming	Use of Sports Leaders/outside providers to facilitate active playtimes	£2000	Participation data suggests a greater range of children are participating in activities in school- the data also analyses the gap of gender, PP, SEN and inactive children to allow the PE lead to make changes to ensure the gap is consistently closed.	Sending more staff on CPD courses to support this approach e.g. Active Maths @Southfields.
All children in year 6 access school journey	P.E Lead has an assessment program across the school to identify gaps.	£2000	A high level of children leaving the school at the end of Year 6 can swim 25m unaided. <i>(Booster groups could not happen due to COVID 19 restrictions on the pool)</i>	Assessment timetable and structure embedded within school culture to continue to identify gaps.
	Contribution to the cost for some pupils of school journey which promotes active outdoor activities and healthy lifestyles.	£2000	Greater uptake of places on school journey.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
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>Further embed a culture of participation in physical activity and school sport.</p> <p>Inclusive sports used in sports weeks and sports day (<i>COVID 19 restricitons</i>)</p> <p>Occupational therapy training for Teachers and teaching assistants</p>	<p>PE Noticeboard and school games website updated with successes by P.E lead, with a girls active team developed</p> <p>Successes celebrated in assemblies, culminating in Sports Awards</p> <p>All children wearing house colour PE kits to enable intra and inter school games to happen more frequently and efficiently.</p> <p>All children even the most vulnerable have their core strengthened and therefore more able to access sports activities</p>	<p>£800</p> <p>£1000 (include release time)</p>	<p>PE has a high profile within the school with children knowing how they can be successful.</p> <p>PE is an important part of the curriculum and school ethos and is embedded into all areas of the curriculum.</p> <p>New equipment used within curriculum time to support inclusive learning.</p> <p>Children’s balance improved and thus their active play improved. Evidence through observations</p>	<p>Use more pupil voice to promote healthy activity in assemblies and at play times.</p> <p>More chances to voice opinions at events with sports leaders.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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>Improved quality of PE teaching across the school.</p> <p>CPD for teachers; on and off site</p> <p>Equipment updated and new equipment purchased to enable a greater variety of activities including inclusive equipment for SEN children and those children in the base.</p>	<p>PE lead to provide updates throughout the year via email</p> <p>PE lead to use student voice to see what they children do and know in PE</p> <p>PE lead to attend PE subject leader training through borough school games co-coordinators.</p> <p>PE resources regularly revisited and revised for new sports.</p>	£3000	<p>Additional resources to meet teaching requirements of curriculum delivery</p> <p>Participation of all children in PE lessons</p> <p>Staff survey of those who received CPD from outside providers indicated increased confidence in teaching P.E</p> <p>More children applying to become sports leader</p> <p>More children in wanting to do child led people and taking on the role as a teacher.</p>	<p>All lessons have appropriate and good quality equipment</p> <p>Staff confidence of those who have received CPD in teaching P.E. is high (<i>this needs to be continued with all teachers</i>).</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
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>Attract PP children to take up more after school and morning activities.</p> <p>Use external agencies to promote new and exciting sporting opportunities</p>	<p>Staff to run in house clubs to allow children to be able to take part affordability wise. (Option for upfront or weekly payment).</p> <p>AFC Wimbledon partnership booked to facilitate sports leaders, lunch clubs, morning and after school clubs and to allow children to have off site tours.</p> <p>Extra-curricular provision broadened with a range of sports and activities happening with in the school with a high intake of PP and SEN children.</p>	£3000	A full and varied extra-curricular activity timetable allowing children to access a range of sports from dance, boxing, football, gym and active science.	<p>More sports leader activities to happen with KS2 leading KS1.</p> <p>More inclusive events for sports day.</p> <p>Use the AFC Wimbledon partnership more effectively offsite not just within school to allow for wider opportunities.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
Children have new and increased opportunities to take part in competitive sport.	<p>B and C teams used for festival and competitions to coincide with the gold sports games mark.</p> <p>Inter house competitions organised and run (in accordance with Sports Mark gold criteria)</p> <p>Good ethos around the school from sports leaders promoting the games</p> <p>Grid to show which children have represented the school in school games activity.</p>	£1000	<p>Children have opportunities to participate in competitive sports competitions, with the Sports Mark Gold criteria the target.</p> <p>Inter-house competitions run and organised by Sports Leaders</p> <p>Positive effect on behaviour for those children who wish to enter tournaments.</p> <p>Allow as many children as possible to represent the school in some way; through competition, festivals, leaders or volunteering.</p>	<p>Sports Mark Gold criteria used to plan delivery of P.E. and school sport</p> <p>More sports leader activities to happen with KS2 leading KS1.</p> <p>Using pupil voice to find out what activities they would like to have during extra curriculum time to enable high participation levels.</p>

Signed off by:			
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