



**Roselands & Stafford
Federation**

**ROSELANDS INFANT
SCHOOL**

**EVIDENCING THE
IMPACT OF THE PRIMARY
PE AND SPORT PREMIUM
2019-20**

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Enrichment days offered for all children in the school to enhance fitness levels and interest in physical activity – Golf Play day and Dance workshop. ● Children have been able to participate in a range of competitive events. ● Further develop lunchtime provision through more training for staff and a clearer distribution of roles. Ensure one MDSA leads the organisation and monitoring at lunchtime. ● Use enrichment opportunities from this year to develop curriculum and extra-curricular opportunities, Golf and Dance. ● Increased participation in clubs for SEND / PPG children. ● Continue to be part of the Eastbourne PE Association next year. ● Engage with as many competitions as possible. ● School swimming for Year 2. ● CSI Festivals have increased participation in sporting events. ● Cover supervisor has completed and passed Level 5 Primary School Physical Education Specialism. ● Applied for the Quality Start Award. 	<ul style="list-style-type: none"> ● Work more closely with parents to enthuse, engage and develop a positive attitude to physical activity. ● Continue to develop opportunities for other year groups to participate in festivals with other schools. ● ● Improve the number of children attending clubs through use of the funding. Continue to embed active learning into daily practice within the school day. ● Devote more time / PDM to feedback from courses, discuss PE, embed active learning and raise profile more consistently. ● Liaise with PSHE Lead about Active Travel – create a strategy plan, park and walk etc.

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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £17,699		Date Updated: June 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 28% £4990
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Predicted Evidence and impact:		Sustainability and suggested next steps:
Engage children in a wider range of sporting opportunities.	<ul style="list-style-type: none"> -To engage children in more active play at lunchtime. -To offer a wider range of activities to children. Complete pupil voice to find out what activities children may want. -Have a designated lead to help set up activities. -PE lead to devise a rota to help-PE lead to devise a rota to help deploy staff and plan engaging activities for the children. -PE lead to purchase new equipment for use at lunchtime. 	£1000 (Unspent waiting on order to be approved)	<p>EVIDENCE:</p> <ul style="list-style-type: none"> - Pupil voice - Rota - Photos <p>WIDER IMPACT AS A RESULT OF ABOVE:</p> <ul style="list-style-type: none"> - Children engaging in more active play at lunch times. -Teachers planning and children engaging in more active lessons. - Some pupils have been more active at breaks and lunchtime and in class during GoNoodle sessions. <p>EVIDENCE:</p> <ul style="list-style-type: none"> - Children participating enjoy the sessions. Staff report increased confidence in the sport and outside the sessions and there are more pupils willing to participate outside these sessions. 		<p>Continue to develop opportunities to engage all children in physical activity.</p> <p>Increase opportunities to be active in school – carry out pupil, staff and parent voice to gain ideas.</p> <p>Develop a better way to monitor activity.</p>

	<p>-PE lead to purchase balance bikes for EYFS and KS1. This will include helmets and equipment bag.</p> <p>-PE lead to arrange for Bikeability to come in to run sessions on the bikes in Term 6.</p>	<p>£2490</p> <p>Unspent as bikes were going to be ordered in Term 4.</p>	<p>EVIDENCE: Unable to evidence</p> <ul style="list-style-type: none"> -Photos -Pupil voice -Tracker of use <p>WIDER IMPACT AS A RESULT OF ABOVE: (predicted)</p> <ul style="list-style-type: none"> -More children being active during the school day. -Children developing gross motor skills. -Children learning to ride a bike. 	<p>Bikeability to run sessions from school.</p> <p>More children to ride to school.</p> <p>Children to develop their gross motor skills.</p>
<p>Develop a more active school with a greater emphasis on active learning.</p>	<p>-PDM on active learning and the use of dance in English.</p> <p>-Purchase grab bags for each year group. These will make it easy for teachers to store and locate equipment for active lessons.</p> <p>-Class teachers to plan active Maths and Phonics lessons.</p> <p>-Teachers to plan dance lessons around a key text.</p> <p>-Teachers to make use of GoNoddle, Kids Zumba and Yoga to encourage brain breaks and increased activity.</p>	<p>£ 1500</p> <p>(Unspent waiting on order to be approved)</p>	<p>EVIDENCE:</p> <ul style="list-style-type: none"> - Classes are starting to use different ideas to make their classes more active. Teachers have reported that children are more engaged. - Increased concentration reported after active learning breaks. - Active breaks used by most staff to give children 'brain breaks' - Children feel more energised and ready to learn. Children reported that they 'feel better' when they have been active in lessons. 	<p>Continue to develop and improve active learning across the school.</p> <p>Develop a policy through discussion with new SLT?</p> <p>Monitor more closely to ensure all classes are enabling children to learn in this way.</p>
<p>Key indicator 2: The improvement of all pupils personal health and well-being</p>				<p>Percentage of total allocation:</p>

				29% £5187.50
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated	Predicted Evidence and impact:	Sustainability and suggested next steps:
Ensure children have sufficient equipment to participate effectively in all curriculum PE.	<ul style="list-style-type: none"> - Purchase new equipment to engage children in curriculum PE lessons / after-school clubs. -New benches, mats and storage. - PE Lead to audit equipment and ensure adequate provision. - PE Lead to purchase new equipment -School nurse team to provide assembly and class activities on handwashing, sun care and dental hygiene. 	<p>£4000 (An order had been put in for this and was awaiting approval)</p>	<p>EVIDENCE: Children are able to participate effectively in a wider range of games and sports in curriculum PE time with sufficient equipment for them to use.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE:</p> <ul style="list-style-type: none"> - Children have experienced a wider range of activities in PE lessons. -Lessons are well equipped. -School has benches and gym equipment that is up to date and in line with current safety measures. 	Continue to audit and ensure adequate resources are provided in order to provide a range of experiences for the children in school and during extra-curricular provision.
	-Year 2 weekly swimming lessons in Term 3.	£225 Year 2 Pupil Premium swimming lessons.	<p>EVIDENCE:</p> <ul style="list-style-type: none"> -More children learning basic swimming skills. -Children who had no water experience before have some water awareness and basic swimming skills. -Children more motivated to go to lessons outside of school. -Improvement in skills in those children that can already swim. 	<p>Sign post more children to swimming lessons outside of school.</p> <p>Continue links with the pool to enable Year 2 children to continue with lessons next year.</p>

			<p>WIDER IMPACT AS A RESULT OF ABOVE:</p> <ul style="list-style-type: none"> - More children have now been swimming. -Children have more of an awareness of safety around water. 	
<p>Purchase JIGSAW PSHE Scheme of Work to support the SMSC development across the school.</p>	<p>- Buy JIGSAW</p>	<p>£962.50</p>	<p>EVIDENCE:</p> <ul style="list-style-type: none"> -No evidence of the impact of this due to it being a recent purchase April 2020. -School is compliant with Relationships and Sex Education in preparation for September 2020. 	<p>Embed new PSHE & RSE curriculum in September 2020.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2% £360.80
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
-SS Cover supervisor to complete Level 5 PE Primary School Physical Education Specialism. -All teaching staff to receive CPD on gymnastics.	-SS to attend training and complete the level 5 in Primary School Physical Education Specialism. Mrs Springett is a cover supervisor in the school and delivers PE lessons throughout KS1. This will enable her to develop her skills and be involved in the planning of lessons and progression across the school. -PE Lead to liaise with teachers and use self-assessment to engage those who need support in delivery of PE. -PE specialist to run gymnastics. This will ensure that all teachers feel more confident in the delivery of lessons and the use of PE equipment. -PE Lead to observe sessions to ensure provision is adequate.	£360.80 Supply cover	EVIDENCE: - PE observations. -SS passed the Level 5 Primary School Physical Education Specialism. - Unable to evidence all of this as the CPD has not been able to take place. - Children report positively on experiences in lessons. - New resources online / shared with staff Unable to evidence this as the CPD has not been able to take place. - Unable to evidence the impact of the gymnastics CPD as this has not been able to take place.	-The use of Sports coaches with in the school to help develop PE, the curriculum and CPD. - Continue to develop provision / time available with external specialists to improve CPD. - Ensure CPD next year is focussed where needed initially. - Audit staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23% £4160.80
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Predicted Evidence and impact:	Sustainability and suggested next steps:

<p>Play Golf (10 sessions):</p> <ul style="list-style-type: none"> -Provide all children with broader experiences across a range of sports/physical activities. -Provide children with a deeper understanding of health and wellbeing. -Engage more children in physical activity and competitive sport. 	<ul style="list-style-type: none"> - Develop links from Golf day last year. - Use for 10 weeks of sessions. - PE Lead to book sessions with Play Golf via email. - PE Lead to timetable lessons. 	<p>£3,075</p>	<p>EVIDENCE:</p> <ul style="list-style-type: none"> - Increased interest in golf - Increased participation in other sporting opportunities - Increased self-confidence <p>WIDER IMPACT AS A RESULT OF ABOVE:</p> <p>Children were really engaged in the lessons and learnt fundamental skills that can be transferred into different games, skills and sports. Children were also encouraged to review and discuss their learning.</p> <p><i>‘Thank you for inviting us back into your school, yet again the children (and staff) were so enthusiastic to golf. What especially impresses us is how polite and attentive they are during the sessions. Great to see the improvement that the reception children made in the 3 sessions. For all of the sessions it was impressive to see how well they all worked with different partners. Again we loved the smiles as they played’. Neil from Jolf.</i></p> <p><i>Pupil voice – ‘I loved it so much. I had no idea that I would be good at it. I have never done golf and didn’t really want to do it but I really was good at it. I can’t wait for next week.’ Year 2 PPG child</i></p> <p><i>‘I have played golf before but now we are doing it at school I can get better at it.’ Year 2 pupil</i></p> <p><i>‘All the children were so motivated to get the golden ball. They all tried so hard and Neil is an excellent teacher. They remembered all the golf club names. The activities were all</i></p>	<p>Continue to use links with JOLF.</p> <p>Explore possibility of an extra-curricular club.</p> <p>Signpost more children to join and play out of school.</p> <p>Purchase golf equipment so that teachers can use lessons and activities that they watched during the sessions.</p>
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<p>Bluebox Entertainment Dance workshop</p>	<p>-Two day workshop run by the West End Shows for each class in the school.</p>	<p>£848</p>	<p><i>different each week and I will be using them in my own lessons to help develop the children's skills.'</i> LD Class Teacher</p> <p><i>'Golf was incredible. It motivated every child and was differentiated to enable EYFS children to engage in a way that was suitable for their age. It was superb!'</i> HD Class Teacher</p> <p><i>'The interaction and engagement in the lesson by Neil was amazing to watch. I have learnt many new ideas and ways to teach games which I will use in PE lessons and also in the playground at lunch time.'</i> SS Cover supervisor</p> <p><u>EVIDENCE</u></p> <ul style="list-style-type: none"> -Photos -CPD for staff -Pupil voice -Staff feedback -Writing evidence linked to the dance <p>WIDER IMPACT AS A RESULT OF ABOVE:</p> <p>Children were really engaged in the session and it brought the focus book they had been reading over book week to life. Teachers filmed the dance and children were able to discuss and reflect on what they had done. Teachers really enjoyed the sessions and felt that they could take back ideas into their own lessons.</p> <p><i>'I really enjoyed it. I like how we learnt little parts and then we did a big dance at the end. Miss Davies filmed it and I really liked watching it. I am going to practise at home.'</i> Year 1 pupil.</p> <p><i>'I loved it, we got to do the dance about the book. I liked doing the Wild Things dance. It was so much fun.'</i> EYFS PP Pupil</p>	<p>Continue links with West End Dance.</p> <p>Sign post after school clubs to children.</p> <p>Teachers to use motifs and dance in planning for English.</p>
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			<p><i>'I felt so much more excited about the book. We did writing about it after and I thought about the dance when I wrote.'</i> Year 2 pupil</p> <p><i>'The teacher immediately captured the children's interest and referred to the children's previous learning of the book, She was bubbly, happy and listened carefully to every child in the class and all of their ideas. She helped to progress the lesson with the children focusing on different sections of the story and offering suggestions for how they could move to represent an environment, like posing as a tree or moving their body to represent a wave. Splitting the children into scenes helped the children to work cooperatively and gave them a focus. The pace of the lesson was fast keeping children interested and engaged. The lesson was inclusive and the teacher made all children comfortable and enabled them all to participate. The children were thrilled to have so quickly put a dance together and tell the story of a book they had learnt. They used motifs they had learnt from the teacher but also made their own ones up which they put into the dance. I found it really useful as a teacher to step back, observe the children and video the process, which we then discussed in the classroom.'</i> CD Class teacher</p>	
<p>Develop opportunities in football:</p> <p>-Provide all children with broader experiences across a range of sports/physical activities.</p> <p>-Engage more children in physical activity and competitive sport.</p>	<p>- PE lead to buy football goals for the playground.</p> <p>-Little Kickers to run sessions for EYFS. FREE</p> <p>- KS1 Children to attend football tournament</p> <p>- Little Kickers to run a Term of lessons for KS1</p>	<p>£187.80 Football goals.</p> <p>£50 To Eastbourne PE Association</p> <p>Not Paid any money</p>	<p>EVIDENCE (anticipated):</p> <p>Children engagement</p> <p>Children playing football at lunchtimes</p> <p>Increase interest in inert school tournaments</p> <p>Increased interest in after school clubs</p> <p>WIDER IMPACT AS A RESULT OF ABOVE:</p>	<p>Continue to use links with Little Kickers.</p> <p>Signpost more children to join and play out of school.</p>

		for Little Kickers	<p>Children who attended the football tournament really enjoyed this experience and one has joined a football club who had not been before.</p> <p><i>'I had the best time. I love playing football and it was so much fun to come out and play against other schools.'</i> Year 2 pupil</p> <p><i>'I've not done football before and I had such a good time. It was hard work but I liked it. Can I come next year?'</i> Year 2 PP pupil</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.7% £498

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Predicted Evidence and impact:	Sustainability and suggested next steps:
<p>Enable children to participate in a greater range of level 2 Competitions:</p> <ul style="list-style-type: none"> - Introduce additional competitive sports to engage more pupils. - Enable participation in inter-school competitions/tournaments. - Enable networking with primary schools in the local area - Sharing of expertise with other schools. 	<ul style="list-style-type: none"> -Provide pupils with broader experiences in PE. -KS1 children to attend a whole Year group event. -Disengaged children to attend a fun multi-sport event to give them a positive experience. - Purchase a football kit for children to use for sporting events. -All Year 2 children to have weekly swimming lessons in Term 3. -Release of PE lead enable children to participate in more events and festivals. -Release and cover minibus driver. 	<p>£160 supply (including release for minibus driver)</p> <p>£338 Football kit – Unspent</p>	<p>EVIDENCE:</p> <p>Participation (up to T3):</p> <ul style="list-style-type: none"> ● 100% participation in KS1 Football Festival ● 100% participation in KS1 Basketball Festival <p>Planned events that were cancelled</p> <ul style="list-style-type: none"> ● EYFS football Festival ● KS1 Handball Festival ● KS1 Multi sport event (organised by the CSI) ● Year 2 Cricket 	<p>Continue to be part of the Associations next year.</p> <p>Engage with as many competitions as possible.</p>

Final Budget Figures for expenditure

Initial Sport Premium Funding received for 2019-2020	£17,699
Carry forward from 2018 – 2019	£5,928
Total budget for 2019 - 2020	£23,622
Expenditure for 2019 - 2020	Spent - £5,868 Unspent – £9,323 Total – 15,191
Carry Forward for 2020 – 2021	£8,431