



**Roselands & Stafford  
Federation**

**ROSELANDS INFANT  
SCHOOL**

**PRIMARY PE AND SPORT  
PREMIUM PLAN FOR  
2020-2021**



# Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

**There are 5 key indicators that schools should expect to see improvement across:**

- 1.** The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- 2.** The profile of PE and sport is raised across the school as a tool for whole-school improvement
- 3.** Increased confidence, knowledge and skills of all staff in teaching PE and sport
- 4.** Broader experience of a range of sports and activities offered to all pupils
- 5.** Increased participation in competitive sport

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"> <li>● Lunchtime provision has improved for children through resources and training for Play Leaders.</li> <li>● All children are offered enrichment opportunities that enhance fitness levels and interest in physical activity.</li> <li>● Children have participated in a range of competitive events.</li> <li>● There is an increased number of SEND and Pupil Premium Pupils participating in clubs.</li> <li>● Swimming provision provided for Year 2.</li> <li>● Silver School Games Mark was achieved and held since 2015.</li> <li>● School swimming outcomes are monitored more closely.</li> <li>● Cover supervisor has passed Level 5 Primary School Physical Education Specialism.</li> <li>● Applied for the Quality Start Award.</li> <li>● Highly effective collaboration has taken place between PE leaders across the Federation &amp; the Cavendish partnership.</li> </ul>	<ul style="list-style-type: none"> <li>● Improve pupil well being and mental health post lockdown.</li> <li>● Baseline data to measure impact of funding.</li> <li>● Become a Legacy School embedding the Create Development Framework.</li> <li>● Improve staff subject knowledge in PE.</li> <li>● Develop an assessment tracking system to raise standards in PE.</li> <li>● Work more closely with parents to enthuse, engage and develop a positive attitude to physical activity.</li> <li>● Devote more time / PDM to feedback from courses, discuss PE, embed active learning and raise profile more consistently.</li> <li>● Achieve School Games Gold Mark 2020-2021</li> </ul>

## 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.

<b>Academic Year:</b> 2020-2021	<b>Total fund allocated:</b> Carry Forward: £8431 <b>Payment for 2020:</b> £17800 <b>Total:</b> £26,231	<b>Date Updated:</b> 2/9/2020
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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:
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Predicted Evidence and impact:	Sustainability and suggested next steps:
Engage children in regular physical activity	<b>Active Lunchtime:</b> <ul style="list-style-type: none"> <li>● To engage children in more active play at lunchtime.</li> <li>● To offer a wider range of activities to children. Complete pupil voice to find out what activities children may want.</li> <li>● Have a designated lead to help set up activities.</li> <li>● PE lead to devise a rota to</li> </ul>	£1000	<b>EVIDENCE:</b> <ul style="list-style-type: none"> <li>● Pupil voice survey for baseline</li> <li>● Data</li> <li>● Rota</li> <li>● Photos</li> </ul> <b>BASELINE DATA SEPT 2020</b>  % of pupils who are active at lunchtimes  <b>EVIDENCE (SUCCESS CRITERIA):</b> <ul style="list-style-type: none"> <li>● 100% of children engage in more active play at lunch times.</li> </ul> <b>WIDER IMPACT AS A RESULT OF ABOVE:</b>	<ul style="list-style-type: none"> <li>● Continue to develop opportunities to engage all children in physical activity.</li> <li>● Consider ways that the lunchtime activities can be run by pupils and MDSAs to ensure they are sustainable.</li> </ul>

	<p>help-PE lead to devise a rota to help deploy staff and plan engaging activities for the children.</p> <ul style="list-style-type: none"> <li>● PE lead to purchase new equipment for use at lunchtime.</li> <li>● PE lead to purchase active grab bags for each classroom.</li> </ul>		<p>Pupil voice shows pupils more engaged at lunchtimes.</p>	
	<p><b>Bikeability:</b></p> <ul style="list-style-type: none"> <li>● PE lead to purchase balance bikes for EYFS and KS1. This will include helmets and equipment bag.</li> <li>● Introduced bike ability tracking system which will provide evidence of impact.</li> <li>● PE lead to arrange for Bikeability to come into run session.</li> <li>● Children to attend inter school sports events.</li> </ul>	<p>£2490</p>	<p><b>BASELINE DATA SEPT 2020</b></p> <p>% of pupils who are active at lunchtimes</p> <p>Baseline PD Moving and Handling</p> <p>% of pupils in EYFS who can ride a bike  % of pupils in Year 1 who can ride a bike  % of pupils in Year 2 who can ride a bike</p> <p><b>EVIDENCE (SUCCESS CRITERIA):</b></p> <ul style="list-style-type: none"> <li>● 100% of pupils are active during the school day.</li> <li>● 100% of pupils make good progress from their starting points in Physical Development Moving and Handling</li> <li>● 100% of children can ride a bike by the end of Year 2</li> <li>●</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b> (predicted)</p> <p>Increase in % of pupils attending inter school sports events.</p>	<ul style="list-style-type: none"> <li>● Bikeability to run sessions from school.</li> <li>● More children to ride to school.</li> <li>● Children to develop their gross motor skills.</li> </ul>

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<b>Key indicator 2: The profile of PE and sport is raised across the school as a tool for school improvement.</b>				Percentage of total allocation:
School focus with clarity on intended <b>impact on pupils:</b>	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"> <li>● Purchase new equipment to engage children in the new PE curriculum.</li> <li>● New benches, mats and storage.</li> <li>● PE Lead to audit equipment and ensure adequate provision.</li> <li>● PE Lead to purchase new equipment.</li> <li>● School nurse team to provide assembly and class activities on handwashing, sun care and dental hygiene.</li> </ul>	£3000	<p><b>BASELINE DATA SEPT 2020</b></p> <p>Baseline assessment of equipment available and needs analysis from new PE JAsmine curriculum and staff voice.</p> <p><b>EVIDENCE (SUCCESS CRITERIA):</b></p> <ul style="list-style-type: none"> <li>● 100% of PE lessons observed are good or better.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b></p> <p>Children have experienced a wider range of activities in PE lessons.</p> <p>Lessons are well equipped to deliver Jasmine PE lessons.</p> <p>School has benches and gym equipment that is up to date and in line with current safety measures.</p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

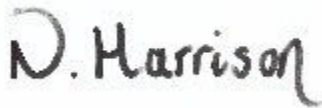


<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Predicted Evidence and impact:	Sustainability and suggested next steps:
Improve the PE curriculum offer for all pupils by becoming a Legacy School	<ul style="list-style-type: none"> <li>● Purchase Create Development Legacy Package</li> <li>● Engage in CPD programme</li> <li>● Introduce planning for staff</li> <li>● Engage in PE leadership programme</li> <li>● Introduce PE assessment framework</li> <li>● Introduce PE assessment tracker</li> <li>● Home logins for ALL families in EYFS and Key Stage 1 via the Jasmine platform.</li> <li>● 60 sets of Story books</li> </ul>	£3,998	<p><b>BASELINE DATA:</b></p> <p>Confidence 55% of teachers feel confident in PE</p> <p>Subject knowledge 38% of teachers feel confident with their subject knowledge.</p> <p>Tracking progress 69% of teachers feel confident in tracking.</p> <p>Teachers would like training in gymnastics, dance and assessment.</p> <p><b>EVIDENCE (SUCCESS CRITERIA):</b></p> <ul style="list-style-type: none"> <li>● PE Deep Dive demonstrates highly effective PE leadership.</li> <li>● Staff will have had training in gymnastics, dance and assessment.</li> <li>● 100% of PE lessons are good or better</li> <li>● PE tracking wheel is in place and confidence indicators 100%</li> <li>● Subject knowledge: 100%</li> <li>● Progress tracking 100%</li> </ul>	Continue Year 2 as a Legacy School

			<b>WIDER IMPACT AS A RESULT OF ABOVE: (predicted )</b> Roselands is identified as a Legacy School	
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated	Predicted Evidence and impact:	Sustainability and suggested next steps:
Children to develop team building and resilience skills through outdoor learning.  Term 1 & 2 - Year 1  Term 3 & 4 - EYFS  Term 5 & 6 - Year 2 transition.	<b>Outdoor Learning &amp; Leadership Development:</b> <ul style="list-style-type: none"> <li>Bring in Schools Without Walls to run team building sessions. Focus to improve team building skills, improve mental well being and resilience.</li> </ul>	£12150	<b>BASELINE DATA AT BEGINNING OF 6 WEEK SESSION</b>  Baseline observations for each pupil focussing on following: Perseverence, Managing distractions, Absorption, Noticing, Collaboration, Empathy & listening, Imitation.  <b>EVIDENCE (SUCCESS CRITERIA):</b> <ul style="list-style-type: none"> <li>Following 6 week sessions: Observations for each pupil focussing on following: Perseverence, Managing distractions, Absorption, Noticing, Collaboration, Empathy &amp; listening, Imitation.</li> </ul> <b>WIDER IMPACT AS A RESULT OF ABOVE:</b>  Improvement in attitudes to learning demonstrated in the classroom.	<ul style="list-style-type: none"> <li>Mirror sessions using TA support to ensure sustainability.</li> </ul>



<p>Children to try a new sport with professional coaching</p> <p>Roller skating lessons Yr 2 Term 3 &amp; 4</p> <p>Golf Lessons Year 1 Term 5 &amp; 6</p>	<p><b>Wider Sports Activities:</b></p> <ul style="list-style-type: none"> <li>Engage with sports coaches to deliver different experiences of sports for children.</li> </ul>	<p>£3593</p>	<p><b>BASELINE DATA AT BEGINNING OF 6 WEEK SESSION</b></p> <p>Baseline data of key skills</p> <p><b>EVIDENCE (SUCCESS CRITERIA):</b> Following 6 week sessions: Final data capture of progress in skills.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b></p> <p>Pupils will access wider sports outside of school hours to continue being active</p>	<ul style="list-style-type: none"> <li>Teachers to take part in lessons with coach to ensure sustainability</li> </ul>
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<p><b>Approved by the Interim Executive Board on: 11/9/20</b></p>			
Signed by	Name	Signature	Date
PE Leader	Natalie Harrison		11/9/20
Interim Executive Headteacher	Kyra Siddall-Ward		11/9/20
Chair of IEB	Penny Gaunt		11/9/20