

Abbots Ripton CofE Primary Sports Premium Review



Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Cluster area football festival organised for children from Year 1 to Year 6 (4 out of 6 year groups attended prior to school closure). This led to a high number of children able to represent the school.</p> <p>Additional extra-curricular sports introduced by external accredited providers such as gymnastics.</p> <p>PE lessons delivered in year groups rather than whole classes, which has led to higher quality PE lessons (average 15 children with 1 coach).</p> <p>Large play equipment (play tower) in the playground has been very popular and well used by the children for a range of physical activity.</p> <p>Swimming curriculum includes teaching survival skills and our less able swimmers benefit from being taught by qualified swimming teachers rather than school staff.</p> <p>Regular engagement in physical activity each day during school closure through the promotion of online physical activity opportunities and setting of physical activities as part of remote learning.</p>	<p>Further development of our daily active mile. The ability for children to do this relies on the field being dry as the pathways around school are not suitable for running on.</p> <p>Further curriculum development which allows us to effectively manage progress through our PE curriculum in line with developments in other foundation subject areas.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	<p>73% (8 out of 11 chn)</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>73% (8 out of 11 chn)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>73% (8 out of 11 chn)</p>
<p>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?</p>	<p>No</p>

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: £16,850	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:
				59%
Intent	Implementation		Impact	Sustainability/next steps
1a. High climbing tower For children to have access to a wider range of physical activities such as climbing, pulling up with arms, rope climbing etc. through the installation of large play equipment.	Installation of high play tower with firefighter's pole, climbing wall, climbing bars and double slide and cushioned safety flooring. Equipment suitable for ages 4-11yrs.	Funds allocated: £8000 Actual spend: £7588	Children are increasingly active at lunch and break times. The equipment has promoted wall & rope climbing, swinging, sliding and weight bearing activities. Children also working safely at height and making decisions around keeping themselves safe.	Research ways of setting challenged for the children to improve an element of physical activity using the play tower.
1b Early years physical development To support physical development in the early years through play. To develop strength, stamina and balance through play. To build foundation skills for scooting and cycling for later life and making healthy choices.	Purchase new equipment which will help children to develop the prerequisite skills for learning to balance on a scooter and ride on a bike. For example, balance bikes, trikes and ride along toys. Also purchase equipment which involves 'heavy lifting' to develop strength and stamina such as wheelbarrows and logs.	Funds allocated: £1700 Actual spend: £1000	Children observed developing skills over time – observations made against Early Years Physical Development criteria. Children observed being physically active and choosing physical activity. Had schools remained open, we predicted that all except 1 child in this cohort (92%) would meet the early learning goals for physical development.	Further equipment to be purchased as underspend due to school closure. Consider ways of involving the children in choosing the equipment.
1c Lunchtime equipment To increase physical activity through play at lunch times by ensuring that resources/equipment that encourage physical play are of a high standard.	Replacement of consumables and equipment which was worn, not used or lost/broken. PE lead worked with the Sports Crew to consult the children on the sorts of activities that they would like to do.	Funds allocated: £300 Actual spend: £330	Children are physically active in a range of activities in the playground. They value the resources and sports crew who support them in developing team games, learning new skills and instruct them in how to play or compete in new activities.	Invest in ways to preserve, store and secure equipment safely e.g. lidded wheeled trolleys for on the playground.

1d Activity zone Following the popularity and use of wheelie boards, develop an area where children can develop core strength and gross motor co-ordination at lunchtimes.	Purchase 4 gross motor skills ride along toys Build confidence and co-ordination on equipment in school that children could extend to home activities	Funds allocated: £850 Actual spend: £0	Not purchased due to school closure and children returning in 'bubbles' who couldn't share equipment.	Continue in next academic year's plan.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 4%
Intent	Implementation	Impact	Sustainability/next steps	
2a Developing next generation of Sports Organising Crew Develop the role of sports ambassadors to act as role models and encourage greater rates of participation and a willing to have-a-go.	PE lead set up next year of Sports Organising Crew and 'trained' them to fulfil this role. Together they planned opportunities for peer leadership. This crew were to become leaders and organisers of both physical activities on the playground as well as taking a responsibility for the resources used on the playground.	Funds allocated: £300 Actual spend: £230	Children demonstrated leadership skills in the work that they did with the PE lead. However, they weren't able to take responsibility for games or resources as the school remained in 'bubbles' and so did not mix outside of their class groups.	Carry over to next year as unable to complete.
2b Sports Board/Sport newsletter Sports display board created to reflect current activities and competitions.	Display board showing children participating in sporting activities (including out of school), clubs available and Sports Relief set up and maintained by PE lead.	Funds allocated: £100 Actual spend: £100	Limited impact as children remained in their 'bubbles' for most of the school day and board was in a corridor. Usually children would pass this when entering the hall.	Continue to make use of this board next year now that it has been set up.
2c Cross Curricular Activities Use of physical activity in a wider range of curriculum areas.	Staff regularly plan physical activity into Maths lessons using the 'Maths of the Day' online resource that uses physically active games to consolidate maths learning.	Funds allocated: £395 Actual spend: £395	All classes maximised opportunities to be physically active and outside not just in maths lessons but for example in phonics and topic (children observed in maths running and retrieving information, Geography fieldwork over distance.	Continue into next year as subscription suspended due to COVID school closure.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28%
Intent	Implementation		Impact	Sustainability/next steps
3a Gymnastics Training Gym coaching to support class teachers to improve their knowledge of gymnastic instruction and provide high quality instruction for all pupils. Identified in audit of staff skills.	Use of trainer from local gymnastic club to lead after school professional development sessions for school teaching staff as well as sports coach used by the school.	Funds allocated: £2000 Actual spend: £0	Not completed due to school closure as a result of COVID.	Carry forward to next year.
3b Support subject knowledge and progression Improve subject knowledge, quality planning and progression across the five areas; athletics, challenge, dance, gymnastics and games.	Invest in TOP PE sports cards to promote greater balance between games and the other areas of learning. Audit revealed the need for CPD in teaching dance and gymnastics in particular but also athletics and outdoor and adventurous activities (challenge).	Funds allocated: £595 Actual spend: £0	Not completed due to school closure as a result of COVID.	Carry forward to next year.
3c Subject Leadership PE co-ordinator given time to fulfil the subject leader role effectively and to undertake role specific training – 1 day release per term	PE leader undertook a review of sport provision provided by external coach. New company appointed following this. Time spent with new coach, observing the coach and attended training including a PE OFSTED update. Updated staff on current safety recommendations and good practice.	Funds allocated: £1000 Actual spend: £510		
3d Extending swimming tuition High quality swimming instruction with ASA qualified swimming teachers as well as school staff and extending time in the pool.	Pool hire time extended to 1 hour per week. 2 ASA qualified swimming instructors hired, allowing smaller group tuition (27 chn and 4 teachers). School staff able to shadow the swimming instructors to improve their own skills. Targeted support with 1 ASA swimming teacher focussed on the non-swimmer group whilst still ensuring small group tuition and intensive instruction for all abilities.	Funds allocated: £800 Actual spend: £612	Assessment of swimming skills against NC objectives. Upskilling of teachers to teach swimming and improved confidence reported.	Continue to fund this next academic year as the impact was good.

3e Ensure high quality delivery of PE and sport provision through knowledgeable and skilled staff PE co-ordinator to evaluate and review the quality of external sports providers for PE and after school clubs.	Time for PE lead to observe and make comparison of providers. Evaluating a range of Sports Providers through observing teaching being delivered in other settings and organising taster sessions to come to the school.	Funds allocated: £300 Actual spend: £170	High quality gymnastics coaching observed and now booked for our children as an after school club. Reviewed and updated sports coach provider. Meeting with new sports coaches to share resources and expectations.	Continue to monitor the quality of external providers.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 27.5%
Intent	Implementation	Impact	Sustainability/next steps	
4d PE Equipment Purchase resources and storage to support physical education in school i.e. a set of rugby balls, nets and racquets etc.		Funds allocated: £300 Actual spend: £170		
4a Out of School Hours Learning Increase the number of after school sports clubs offered with a provider who offers a range of activities.	Extended extracurricular provision offered to children across the school at half the cost to parents to enable a greater number of children to attend Additional Sports coaches from Primary Sports Stars and St Ives Football Academy both provided subsidised after school club.	Funds allocated: £3800 Actual spend: £1200 Underspend due to School closure	Rapid increase in children taking part particularly with the introduction of Gym Club. Also, able to offer free places for PP chn. Financial barriers removed for many families. Almost 15% of the school achieved a grading in Judo in the Autumn term. In place until COVID restrictions in Spring 2020.	
4b Lunchtime Clubs - Primary Sports Stars Sports coach from Primary Sports Stars to provide lunchtime sports clubs.	Children encouraged to join in with games on the playground/field led by the sport coach.	Funds allocated: £540 Actual spend: £180 Underspend due to School closure	Increased physical activity at lunchtime and incidents for example in football reduced as coach provided 'referee' support for older chn. In place until COVID restrictions in Spring 2020.	

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			5%
Intent	Implementation		Sustainability/next steps
5a HSSP Competition Planned competition calendar for the academic year for paid entry to Sports competitions and festivals.	Entry to a range of interschool competitions and festivals with opportunities for round robin and staged competitions in a range of disciplines. Including mini tennis, quick sticks hockey, gymnastics, kwik cricket, tri golf and cross-country. HSSP competitions cancelled due to school closure.	Funds allocated: £800 Actual spend: £0	HSSP competitions cancelled but all year groups took part in interschool competition Underspend due to the cancellation of events.

	Funding
Total funds allocated	£21,780
Actual spend	£12,485
Underspend	£9295
Carry forward into next academic year	£4365

Signed off by	
Head Teacher:	Claire Matthews
Date:	17/07/2020
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Date:	17/07/2020