

Abbots Ripton CofE Primary Sports Premium Review 2020-2021



Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<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>As soon as we were able within our COVID risk assessment, we resumed after school sports clubs.</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>Positive impact of the Fizzy Club for our children with specific needs.</p>	<p>Quotes received for the additional track area on the field but not completed yet due to delays following school closure – to be completed early in the next academic year. This will support with further development of our daily active mile.</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 2021.</p>	<p>100% (15 out of 15 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>100% (15 out of 15 chn)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100% (15 out of 15 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>Yes</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: 2020/21		Total fund allocated: £16,850 plus £4365 carry forward		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:
					65%
Intent		Implementation		Impact	
1a Development of daily physical activity in addition to PE and break times To engage all children in planned physical activity every day. To develop the school grounds in order to be able to complete the daily mile.		PE lead to set an expectation that teachers take their whole class outside each day for physical movement. Possible activities shared for when wet. Extend the path around the playing field so that there is a complete lap for children to run/walk without needing to go onto the grass.		Funds allocated: £12,000 Actual spend: £0	Children have been physically active during the day but not utilising the track, as this has not been completed due to delays. Carry forward to be completed early in Autumn 2021.
1b Early years physical development To support physical development in the early years through play. To develop strength and stamina through play.		Purchase new equipment which will help children to develop arm and shoulder strength which are the prerequisite for heavy lifting. For example wheelbarrows and logs.		Funds allocated: £800 Actual spend: £845	Children observed developing skills over time – observations made against Early Years Physical Development criteria. Children observed being physically active and choosing physical activity. Although we didn't report our Early Years data, our internal data showed that all except 1 child in this cohort (94% - 16 out of 17) met the early learning goals for physical development.
1c 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. Set up a specific area in the playground for use of these toys. Update risk assessment for the use.		Funds allocated: £800 Actual spend: £0	Not purchased due to school closure and children returning in 'bubbles' who could not 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:
			20%
Intent	Implementation		Sustainability/next steps
2a Development 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 to 'advertise and interview' children for the role of Sports Organising Crew. Training delivered for them to fulfil this role. Together plan opportunities for leadership; organising both physical activities on the playground as well as taking a responsibility for the resources used on the playground.	Funds allocated: £400 Actual spend: £0	Not completed due to children returning in 'bubbles' who could not share equipment. Continue in next academic year's plan.
2b Development of cross-curricular PE Subject leader to promote the benefits of cross curriculum PE to support children in their return to school.	Training session for staff on resources to develop a programme of activities to be delivered to children during first half term back at school. Programme of extra activity for children to get up and move throughout lesson time (2x daily morning and afternoon.) Programme devised to support children's physical and mental well-being returning to school. All children to experience a session of 'Jogging for the noggin' activities (walking and running), and 'Raise your game' (pulse raising activities to improve cardiovascular fitness).	Funds allocated: £200 Actual spend: £200	Children benefited from time away from classrooms and in being physically active at regular interval; for example, teachers reported that children were using the time to socialise and talk together; some children enjoyed competing against each other to complete the activity etc. Teachers reported improvements in children's ability to concentrate and remain focussed when in class. Children able to talk about what mental health is and why it is linked and important to physical health.
2c Development of Fizzy programme by SENDCo To support children with physical needs through the development of regular access to a programme of activities from the Occupational Therapists	TA to be allocated to take a lead in developing the 'Fizzy club', which will run before school. Support/training given by the SENDCo. Resources purchased to enable full delivery. Release time for the SENDCo to review impact and feedback to parents.	Funds allocated: £800 (staffing) £200 (resources) Actual spend: £820	Improvement noted in physical ability of child with specific physical needs as well as concentration and focus levels for children with a sensory or behavioural challenge. Continue in next academic year, as the impact was good.

<p>2d Quality Physical Education lessons</p> <p>PE lessons to be delivered to year groups rather than whole classes meaning that groups will be around 15 rather than 30 children.</p>	<p>Alter timetables to allow for PE to take place across whole afternoons per class rather than 1 hour. This will allow the class to be split into smaller groups. TA cover will be needed for these lessons.</p>	<p>Funds allocated: £2,660 Actual spend: £1820</p>	<p>Increased participation during PE lessons and a greater focus on the children's skills development. The class teachers were also able to deliver a lesson in class to a small group for some this was computing and some this was maths catch up.</p>	<p>Continue in next academic year, as the impact was good.</p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
			<p>14%</p>	
Intent	Implementation	Impact	Sustainability/next steps	
<p>3a Support subject knowledge and progression</p> <p>Improve subject knowledge, quality planning and progression across the five areas; athletics, challenge, dance, gymnastics and games.</p>	<p>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.</p>	<p>Funds allocated: £595 Actual spend: £595</p>	<p>Resource purchased late in the academic year so difficult to evidence impact at the time of this review.</p>	<p>Evidence of impact monitored next academic year.</p>
<p>3b Subject Leadership</p> <p>PE lead given time to fulfil the subject leader role effectively including management, planning and organisation of whole school Physical Education. Also to undertake role specific training – 1 day release per half term.</p>	<p>PE leader to review PE curriculum for breadth and progression. Review and update school programme for PE progression (in line with other foundation subjects). Purchase new Cambridgeshire PE scheme of work with updated digital access. PE lead to undertake monitoring of PE and physical activity across the school to inform the evaluation and impact of this sports funding plan. This will include evaluating the quality of external sports providers for PE and extra-curricular clubs.</p>	<p>Funds allocated: £1200 (staffing) £600 (resources) Actual spend: £540</p>	<p>The new scheme was purchased and shared with the PE coach but evidence is difficult to evaluate as it was purchased later in the academic year.</p>	<p>Evidence of impact monitored next academic year.</p>

3c Extending swimming tuition High quality swimming instruction with ASA qualified swimming teachers as well as school staff and extending time in the pool.	Continue to extend pool hire time to 1 hour per week. Hire 2 ASA qualified swimming instructors, allowing smaller group tuition (29 chn and 4 teachers). School staff to shadow the swimming instructors to improve their own skills. Target 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: £650 Actual spend: £650	Assessment of swimming skills against NC objectives show that 100% of children met expectations for KS2 swimming. Teachers also reported gaining skills and improved confidence.	Continue in next academic year, as the impact was good.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 23%
Intent	Implementation		Impact	Sustainability/next steps
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 a significantly reduced cost to parents to enable a greater number of children to attend. Also, offer free places for PP chn. PE lead to monitor the impact of this.	Funds allocated: £3800 Actual spend: £2160 Underspend due to school closure	Increase in children taking part and children reported missing the after school sport when we were not able to run them due to our COVID risk assessment. Places offered to PP children. Children experiencing a wide range of sports activities such as archery.	Continue in next academic year, as the impact was good.
4b Lunchtime sports clubs Children take part in planned physical activities and are encouraged to join in with the games on the playground/field led by the sport coach.	Sports coaches employed for 2 lunchtimes a week (one lunchtime for each KS2 class). Sports coaches to encourage children to try new sports and skills in their lunchtimes. These sessions will be based on fun skills to ensure maximum number of children participate. There may also be opportunities for coaches to facilitate mini games to give children experience informal competition. Purchase lidded wheeled trolleys for on the playground to store physical activity equipment.	Funds allocated: £1080 (£30 per week X 36 weeks) Actual spend: £720 Funds allocated: £200 Actual spend: £180	Children are physically active during lunch times. Equipment is stored in a trolley for each class, which is easily accessible to the children, and resources have remained in good condition as trolleys are waterproof.	Continue in next academic year, as the impact was good.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			4%
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 in-class competitions as well as a sports day. Prioritise participation in competitive sport in next academic year as very few opportunities this year.

	Funding
Total funds allocated	£27,065 (£21,215 of sports funding)
Actual spend	£8530
Underspend	£18,535
Carry forward into next academic year	£12,685

Signed off by	
Head Teacher:	Claire Matthews
Date:	20/07/2021
Subject Leader:	Charlotte MacLeod
Date:	20/07/2021
Governor:	Robin Price
Date:	22/07/2021