



Raysfield Primary

Know myself. Respond to my world.

Connect with my community.

PE 2020 – 2021

Sports Premium received: £26,077

Total expenditure: £26,077

Total carried forward: £0

Allocation of funding for the financial year 2020 - 2021

Our Vision for Raysfield Federation PE and Sports Funding.

To deliver high-quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. We will provide opportunities for pupils to become physically confident in a way, which supports their health, fitness and mental well-being. We will provide opportunities to compete in sport and other activities, which build character and help to embed values such as fairness and respect.

National Curriculum

Our aims for 2020 – 2021 are:

1. To improve current PE provision by providing a wider range and variety of sports opportunity. This will include both inter and intra competition, implement 'Sports Personality of the Year' and provide a sports kit for our school to use at events they attend.
2. To provide our staff with professional development to support the delivery of high quality PE lessons.
3. To ensure all children have equality of opportunity with regard to PE and sports provision and engage in regular physical activity.
4. To revamp PE equipment and storage, update infant wall bars and gym equipment. Combine equipment across the federation organise and label
5. Create a calendar of events i.e. swimming gala /dance festival/ FOYS / Race for Life / Chipping Sodbury festival /Sports day
6. Develop a skills progression across the federation
7. Explore opportunities to enhance the mental health and well being amongst our children, school community and staff.

In line with afpe 5 key indicators

Support for 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? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
Equipment for children to use independently MUGA and play pod.	Staff confidence in teaching key skills Staff development of assessment Planning format Outside area to be developed to encourage more rigorous independent exercise

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.	82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

Academic Year: 2020/21		Total fund allocated: £	Date Updated:	
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:
				%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?
All children to have access to 2 hours of PE a week.		Hall timetable to be created and followed. Planning and assessment scrutiny carried out termly based on IPEP.		£595
Engage pupils in more vigorous physical activity during break and lunchtimes.		Play pod stock to be replenished Paint playgrounds with designs by children to stimulate play during break and lunch. Details to be discussed.		
				Successful, despite COVID. Areas outside selected as a preference and timetable followed. Children accessed 2 hours worth of allocated PE time. Younger children had one PE slot and access to provision. Teachers taught and started to assess children using IPEP. More consistency in delivering a challenge in PE.
				Due to Covid, play pod has not been used to its full potential, equipment has not needed to be replenished. Partially successful – some new outside areas have been created, some year groups have started to
				Hall/ MUGA/ Outside timetable to be created and followed. Each class to access 1 hour indoor and 1 hour outdoor PE each week (as a minimum) Continue to develop use of assessment in PE using IPEP. Teachers to begin to use photos to support assessment.
				Play pod timetable to be set up for next academic year. Pupil voice to be sought and ideas from classes to feedback. What would children like on their playgrounds? Get quotes from outside agencies.

			use these.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	97.71%
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 to have more exciting/interesting places to play across the school	MUGA Outside areas to be developed, include interesting multi use games areas so that children can engage in more rigorous play during break and lunch.	£8,331 £16,151	Partially successful Pupil voice survey to be carried out at the start the academic year. Children have enjoyed using the MUGA. Due to COVID, the pupil voice survey was only carried out with a few year groups. This showed that children enjoyed using this area, they engaged more in competitive sports when using this area. The development of the school grounds has only recently been completed. Children like the fact that they are able to use these areas in different weathers and it is encouraging them to engage in more imaginative and energetic play. Due to covid, only a few year groups have been able to access the new areas.	Pupil voice survey carried out in Term 1 and Term 6.

Children to have access to appropriate resources and equipment to participate in a range of sports.	<p>PE resources to be audited</p> <p>Resources for both schools to be collated and organised on the KS1 site.</p> <p>Supply day to be given to PE lead to allow to organise sporting equipment.</p>	£1000	Partially successful – PE equipment collated on to the KS1 site. PE resources were audited and appropriate resources ordered so that the curriculum could be taught fully.	<p>More storage needed, resources to be organised and labelled.</p> <p>Teacher survey – wish list.</p> <p>Large apparatus to be ordered next academic year.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0%
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:
Improved quality of children's physical education in Key Stage 1 and 2 to ensure they are competent and confident.	<p>Staff audit to be carried out assessing areas of need.</p> <p>A planning/ assessment resource needs to be purchased to provide consistency across the school.</p> <p>Teachers to begin to assess children in PE at the end of each unit.</p> <p>PE leader to provide updates throughout the year</p> <p>Professional development in subject leadership for PE subject leader.</p> <p>PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.</p>		<p>Questionnaire analysed at the start and end of the year.</p> <p>Pupil voice survey and staff survey</p> <p>Assessment tracker used on IPEP. Staff questionnaire and training where needed.</p> <p>Staff audit of skills, carried out, skills across staff have not been shared due to Covid restrictions.</p> <p>Pupils should be more excited and inspired to take part in physical activity. Greater participation in lessons.</p>	<p>Questionnaire, carried out at the start of each year. IPEP used successfully to plan and teach a broad range of subjects. Staff have started to assess children at the end of each unit and have started to completed competitions in houses at the end of a unit. This is something that will continue to be developed next academic year.</p> <p>Staff changeover – training to be given on IPEP at the start of the academic year.</p> <p>Pupil voice survey to be carried out at the start and end of the year.</p>

Develop teachers' confidence and skills in teaching PE.	Following audit of staff skills, PE lead to develop a rolling curriculum of CPD starting with NQT then RGT. 3 week rota with each teacher. Week 1 – observe and identify need. Week 2 – Team teach. Week 3 - Team teach and assess next steps.		Children will experience high quality, effectively differentiated PE lessons that are exciting and engaging. Teachers will feel fully confident to deliver this. Unable to complete this cycle due to COVID. Carry out next academic year.	This can happen every year if needed. Training delivered in house.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	0%
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:
Opportunity for a wide range of children to attend/ experience a variety of sports to improve confidence and stamina.	<p>Ask Teachers/ TAs to provide sports clubs for the children.</p> <p>Accurate record of children who attend the sports clubs.</p> <p>Invite outside sports agencies to come into school and share knowledge and expertise.</p> <p>Clubs board. Children to present and give the school information on sports clubs they attend. Children can do this termly during assembly time.</p> <p>Sports Day, mixture of competitive and non-competitive activities.</p>		<p>A range of Sports Clubs offered to children. Children enjoyed taking part in these towards the end of the year. Due to COVID, clubs couldn't be run consistently throughout the year.</p> <p>Some outside agencies provided sporting opportunities for children, both through virtual competitions/ events and coming in to school towards the end of the year. Upper KS2 completed a charity climb. Upper KS1 and Lower KS2 completed cricket training. A paid dance club was offered to Year 3.</p>	<p>Sustainable, run by staff in house.</p> <p>Sustainable, continue to accept outside agency invitations to further children's sporting experiences.</p> <p>Sustainable – organised and</p>

			<p>Sports Day was successfully completed with Covid restrictions. Every child across the school competed in races for their house and team games. Feedback from children and staff was very positive. Videos of events were posted on Class Dojo for parents to enjoy.</p>	<p>run by staff.</p> <p>House Matches were a highlight for the children and raised the profile of fitness after the return to school. This was a part of our recovery approach. To be continued in 2021-22</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0%
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:
Give children the opportunity to take part in a broader range of inter and intra competition.	<p>Membership to PE Association, provides children with the opportunity to attend local sports competitions</p> <p>Skipping challenge, children to take part in a skipping challenge 3 times a year. Compete the year groups against each other for 100% internal completion.</p> <p>Sports Day, mixture of competitive and non-competitive activities.</p>	£0	<p>Score sheets kept.</p> <p>Results displayed on PE Board</p>	<p>Due to covid, many events were not completed this year. Continuing to be a part of the PE Association will provide the children with lots of competitive sporting opportunities next academic year.</p> <p>Skipping challenge not completed as children were not in school. House competitions were completed in its place, within year groups.</p>

Signed off by	
Head Teacher:	Claire Hill

Date:	20.09.21
Subject Leader:	Eve Martin and Archie Gibbs
Date:	15.09.21
Governor:	David Champion
Date:	20.09.21