



## RUDGWICK PRIMARY SCHOOL

### PRIMARY SPORTS FUNDING SPENDING REPORT 2019/20

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Due to Covid-19 there are no medals awarded this year for the Primary School Games, however due to our ongoing commitment and achievement in the School Games Programme over the Autumn and Spring terms, we were awarded the School Games 2019/20 watermark and certificate from our local SGO. We are still on track to convert to a Platinum award next year, circumstances permitting.</li> <li>- Gymnastics is a key strength of our PE curriculum. This past year we were placed 3<sup>rd</sup> in competition in the under 11's mixed pair acrobatics SE regional competition, with pairs also placed 5<sup>th</sup> and 8<sup>th</sup> respectively. We also had 2 teams of children entered into the Schools Novice National Finals to represent the SE region. Sadly this competition had to be cancelled due to the Covid-19 pandemic.</li> <li>- Intra school competitions support school ethos and values.</li> <li>- -2019/20 qualified PE teacher employed to raise standards in PE</li> <li>- Implemented a before school sports club, giving children the chance to get active and complete their daily mile with friends before the beginning of the school day.</li> <li>- The school had over 8 different sports clubs running this past academic year.</li> </ul>	<ul style="list-style-type: none"> <li>- For all classes to regularly take part in Forest School learning sessions under the guidance of trained staff, delivering more of the curriculum outside the classroom.</li> <li>- Use trained woodland learning staff to lead class sessions providing CPD to teaching staff.</li> </ul>

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><b>N.B.</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>	%100 based on parental survey returns

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%100 based on parental survey returns
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%100 based on parental survey returns
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b>

## 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: £17780		Date Updated: July 2020	
<p><b>Key indicator 1:</b> 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</p>					Percentage of total allocation:
					%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?	
Ensure the standard of play and engagement of all pupils during break and lunch times remains high by - maintaining the use of a lunch/play coordinator.		<p>Play co-ordinator to audit current play equipment and remove any old or damaged stock.</p> <p>Re-stock appropriate high quality play enrichment resources for children to use at break times.</p> <p>Play coordinator to hold regular meetings with lunch time staff to disseminate new play strategies and maintain a level of CPD for these members of staff – including induction and training for new MMS staff.</p>		<p>(see cost for sporting equipment £1159.94)</p> <p>(see cost for staff salary £7362.23)</p>	
All children to take part in 30 mins daily physical activity by - providing a way for children to access a sports club before school.		<p>All-weather track was installed on the field during the summer break last year.</p> <p>Make use of this by implementing a before school activity club to focus on providing children with the opportunity to complete their daily mile with friends before the school day.</p>		<p>(see costs for field maintenance £2254.80)</p>	
				<p>This is the second year that we have used a play co-ordinator for break and lunch times. Playtime and lunchtime observations of children whilst at play illustrated more children actively involved in games. The quality of play is raised as the children are using the quality equipment such as bibs to support their play.</p>	
				<p>2 new members of staff have been employed that are also Teaching assistants. They have had play training from our PE specialist and are actively involved with the children during lunchtimes. Monitor staff turnover to train new staff as and when necessary. PE specialist to maintain CPD and disseminate to lunchtime staff as required.</p>	
				<p>A new morning running club was set up, with 8 children regularly attending in this first cycle. The club has been very popular with children, but may be under advertised. Children are aware of the 'daily mile' challenge, and many use sports watches to track their progress during break and</p>	
				<p>The morning running club has been popular and has been run by an external sports club. All classes to make use of the all-weather track during the day for spontaneous activity breaks.</p>	

<p>Maintenance of equipment to ensure health and safety and constant access</p> <p>Sufficient high quality equipment is available to all pupils</p> <p>Provide support for teachers to deliver some means of physical exercise in class when hall is out of use and at times of inclement weather (Jump Start Jonny)</p>	<p>Servicing of hall apparatus</p> <p>Audit by PE leader and subsequent purchase of equipment including higher quality sports day equipment.</p> <p>Purchase programme. Disseminate to staff.</p>	<p>£113.30 Servicing of sporting equipment</p> <p>£1159.94 Sporting equipment</p> <p>£209 Jump Start Jonny programme</p>	<p>lunchtimes. Equipment well used. Children proud of gym work and choose to share with parents – assemblies etc Very few accidents. Gym has a high profile with entries into significant national competitions. Easy access to sufficient equipment means that children enjoy a wide range of opportunities to experience a range of sports and develop key skills.</p> <p>Jump start Jonny was used in class during the Autumn term by many classes when the hall was out of use due to Christmas productions. The programme was also used by social distancing bubbles as a way to stay fit and healthy whilst removing the need for equipment during the Covid-19 pandemic.</p>	<p>Sustainable whilst PESPA funding available</p> <p>Ensure that new staff are familiar with the programme and are able to use it when the hall is out of use and weather is inclement. This will be very useful in September if social distancing remains tight, as a way for pupils to be physically active inside their group.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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Intent	Implementation		Impact	1.51%
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?:
Provide support for teachers to deliver stand-alone high quality PE where all children are active and engaged, whereby children can effectively assess the improvements in their own fitness levels across the year – measurable assessment in fitness	Year 3 class to trial using the SPR Juniors interactive PE scheme. Undertake the regular fitness assessments throughout the unit. Staff and pupils to assess the increase in physical fitness through completing the units.	Free trial £0	Year 3 class began the scheme in the Autumn term and completed the pre and post unit assessments (September and December). All children could see an improvement in their scores when comparing the test results from the beginning and end of the Autumn units. Class teacher and TA were able to observe the children becoming noticeably more engaged as the unit progressed, pushing themselves further and developing stamina as they were able to remain active and engaged for the entire lesson. Having the lesson run on the IWB gave the class teacher freedom to work with individual pupils on their technique and to make detailed observations on the class, rather than leading the lesson.	Discuss the scheme with SLT and review the cost implications once the free trial ends. Discuss with teaching staff to see if this is something that could / would be used in other year groups. Assess how the scheme would support the school's progression documentation for PE.
Children to lead their own play by- using playground leaders from year 5 trained by the local SGO. Designed to form a cycle of pupils training new pupils, to support pupils in play.	Build on the play leaders' programme of training implemented last year in year 5 by Barry Meany. Train new play leaders with support from the trained children from last year and support from B Meany SGO.	(see costs of £2294.88 for Weald Locality Sports provision)	Due to the Covid-19 pandemic most children were not in school during the summer term when the training and leading programme takes place. However, due to the success of the programme last year, we will aim to continue the scheme in the next	Need to train new play leaders as soon as is possible, as the previously trained children will have left the school in September 2020.

<p>Maintain the engagement of all children in physical activity by identifying those less active, and engaging them with the change 4 life club.</p>	<p>Identify children not engaged in physical activity using club registers in the Autumn term. Invite these children to take part in the change 4 life club supported by SGO.</p>	<p>(see costs of £2294.88 for Weald Locality Sports provision)</p>	<p>academic year and will work with Barry Meany in school as soon as the situation allows in the Autumn term 2020.</p> <p>Unfortunately due to the Covid-19 pandemic the change 4 life club and the training required was unable to take place as the SGO was not able to visit schools. The year 5 cohort were also not in school during the summer term when the training takes place. However, the need remains the same and the training will commence as soon as possible and safe to do so.</p>	<p>Work with Barry Meany the SGO to organise a change 4 life club as soon as practically safe to do so.</p>
<p>Maximise the use of the outside environment for learning by using trained woodland learning members of staff to support class teachers.</p>	<p>Woodland learning trained staff to timetable time with classes. Woodland learning lessons to take place.</p>	<p>£269 for staff CPD</p>	<p>PE specialist and newly trained woodland learning lead has worked with classes across both key stages using our fantastic outside environment. Teachers now feel more confident in leading their own simple sessions within their skill range. More opportunities for learning have taken place outside.</p>	<p>Maximise the timetabled time for the specialist to work with other classes to increase teacher confidence in delivering their own woodland learning.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	71.11%
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:
Provide support for non-specialist teachers to feel confident in delivering specific areas of the PE curriculum such as gymnastics, using ICT within the lesson for assessment and delivering Literacy through PE.	SGO Barry Meany to provide inset to teachers on the specific areas identified as requiring support from staff surveying. Staff meeting time to be used to deliver training to all teaching staff from Barry Meany.	£2294.88 Weald Locality Sports Provision.	Unfortunately due to the Covid-19 pandemic many of the training sessions were cancelled.	These areas remain a focus for the school and will lead the training to be delivered to staff from Barry Meany in the next academic year when safe and practical to do so.
Use a PE specialist teacher to teach alongside class teachers to deliver areas of the PE curriculum where teachers feel less confident and secure in their own understanding.	PE specialist teacher to timetable time with each class for delivery of PE. Class teachers to identify areas where they are less secure in their knowledge/confidence. PE specialist to teach a model lesson for the class teachers to actively participate in. Class teachers to teach follow up lessons engaging strategies and knowledge delivered by PE specialist with support.	£10,349 Staff salary costs	Autumn and Spring term lessons were delivered by class teachers with the support of the PE specialist. Class teachers reported that they felt more confident in delivering lessons after observing the skills and techniques used by the PE specialist. Children were observed to be more actively engaged in lessons, and the pace of lessons was generally more purposeful. Class teachers reported a better understanding on how to deliver and build upon lessons during a unit of teaching.	Class teachers should identify new areas where they feel they would benefit from more support. These areas to form the focus for the PE specialist support in the next academic year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	12.68%
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:
Increase the range of sports and active activities available to pupils, including a walking club and yoga.	Staff volunteers to set up a lunchtime walking club, to use the local railway line walking facility. Purchase a yoga scheme that can be delivered safely by non-specialists.	Walking club no charge – run by staff  (yoga scheme purchased within PE equipment costs of £1159.94)	The school ran an Autumn term lunchtime walking club with the support of 2 teachers and a teaching assistant. The club was full to capacity and the children were very enthusiastic. Running at lunchtime provided a way for these children to be more active than they otherwise would have been, and still enabled them to access other sporting clubs after school.  Yoga club has been offered during lunchtimes. The scheme is entirely directed, and therefore can be delivered by any member of staff. It has been very popular with the children.	The impact of the club could be further improved by providing quicker and easier access from the school grounds onto the railway line paths. This would maximise the time available for walking during the lunch break. Look at running the club again in the next academic year.  Offer yoga club as an after school club or continue during a lunchtime.
Create an all-weather activity circuit that can be used all year around.	PTA to obtain local play equipment being removed by council. Equipment to be checked to be safe. Equipment to be installed at 2 sites alongside the all-weather track.	£2254.88 field maintenance (Installation of play equipment funded by PTA)	A climbing A-frame and set of asymmetric bars are installed at two sites on either side of the new all-weather track. This has enabled children to complete an activity circuit of running, climbing and strength training. The track and circuit is open and in use at each break and lunch period. There are always children actively moving	Monitor usage to ensure interest stays high. Think about using challenges on activity cards to encourage use.

			around the track/circuit. It is also used on a spontaneous basis during the day, particularly by KS2 classes to provide an activity break in the afternoon, when previously lots of these children would have been more static in conversations.	
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
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Intent	Implementation		Impact
			6.36%
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?:
Use the school games activities and local sports academy membership to provide children with access to a range of competitive sporting events across several different sporting areas.	Engage in the local sports academy partnership. Prepare and present teams to locality sports events, where children compete against up to 9 other locality schools across 10+ different sports.	£65 entry fees for sporting events (£2294.88 Weald Locality Sports provision – already referenced) £1065 transport costs to and from events	During the Autumn and early Spring terms children from Rudgwick regularly attended inter school sports events held in the locality. Including sports such as hockey quick sticks, 5-a side football, indoor multi skills, cross country running, indoor athletics, and tag rugby. All events were run on a first come-first served basis due to the popularity amongst the children, and their desire to take part. In the second half of the Spring and during the Summer terms, many children (and some of their families) from Rudgwick took part in the Virtual School Games events. These were held in a response to the Covid-19 pandemic and the foreshortened interschool physical competitions. 1 of our pupils obtained the highest competition score in the whole of Sussex during the Rugby challenges. It was the extremely high level of pupil participation during the Golf challenges that saw Rudgwick become joint overall winners of the Sussex Schools Virtual Sports, sharing the title with another school out of over 300 West Sussex schools that took part.
			Sustainability and suggested next steps:  Enrol for Horsham School Sports. Represent the school in the next Sussex School Games. Sustainable whilst PESPA funding available

Signed off by	
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Date:	July 2020
Subject Leader:	Charlotte Parsons
Date:	July 2020
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