



# Red Hall Primary School

## PE and Sports Premium Impact Statement

### 2019 / 2020

<u>Number Of Pupils and Sports Premium Received</u>	
Total number of pupils on roll	221 pupils
Number of pupils eligible for Sports premium	149
Total amount of Sports Premium Funding Received	£16,000 + £10 per pupil = 17, 490

Within the evaluation section, any purple text are areas which are a focus for the following term

**Our PE and Sports Premium money will allow Red Hall to see an improvement against the following 5 key indicators:**

<b><u>There are 5 key indicators that schools should expect to see improvement across:</u></b>	
1	<ul style="list-style-type: none"><li>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</li></ul>
2	<ul style="list-style-type: none"><li>the profile of PE and sport is raised across the school as a tool for whole-school improvement</li></ul>
3	<ul style="list-style-type: none"><li>increased confidence, knowledge and skills of all staff in teaching PE and sport</li></ul>
4	<ul style="list-style-type: none"><li>broader experience of a range of sports and activities offered to all pupils</li></ul>
5	<ul style="list-style-type: none"><li>increased participation in competitive sport</li></ul>

The next page shows the breakdown of spends, in relation to the 5 key indicators

### Projected Spends 2019 - 2020

<u>Budget</u>	<u>TBC</u>
Martin Gray (1 after school clubs per week) Friday sessions all year	£105 (£35 per hour) x 40 weeks = £4200
NB salary	£5000 (April 2019 – December 2020)
Specific festivals (SEN, G & T etc)	£500
Swimming for Year 3, 4, 5 and 6	Free
Transport, entries, medals, awards,	£700
Equipment	£400
SGO Role - SLA to LA	£4789
After school provision	£200
Sports Week / Sports Day	£300
CPD	£400
Health and wellbeing	£500
<b>Total</b>	<b>£16789 (£501)</b>

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>• Being one of the only schools to achieve the Platinum Award for PE and School Sport</li> <li>• All children have access to 2 hours of PE each week, minimum.</li> <li>• NB upskilling staff for the last 18 months, as teachers and support staff have assisted in these sessions.</li> <li>• A rich after school provision for all children, from last year, this has been in KS1 as well as KS2.</li> <li>• Monday Madness – increased participation – now 100% of children participate in the Monday Mile and PE lessons on a Monday, unless they are injured.</li> <li>• Being asked to present at Middlesbrough Football Club to Senior Leaders and PE leaders, around how we implemented 30 Active Minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the Future Steps work, which is going on in school has an impact on learning and physical development, as well as emotional health and wellbeing.</li> <li>• Link participation in PE and attendance at Sporting Festivals, to the School Games Values. Children to recognise what value they have demonstrated and shown in PE lessons and whilst representing Red Hall in festivals</li> <li>• Increase attendance / our links with clubs outside of Red Hall.</li> <li>• Teachers to feel confident enough to lead PE lessons, with coaches being there to support.</li> <li>• Children to perform better in competitive sport this academic year, in comparison to previous years.</li> <li>• Swimming – to reach National expectations for children in school</li> <li>• To offer swimming sessions to KS1 children</li> <li>• To further develop Y6 sports leaders to support exercise at playtimes, to support clubs and to run intra school competitions</li> <li>• School to enter more inclusive competitions</li> <li>• To further develop coaching and support from sports coach</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	55%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	55%
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?	Unable to do this, due to covid.

## 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: 2019/20</b>		<b>Total fund allocated: £17,490</b>	<b>Date Updated: March 2020</b>	
<b>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</b>				Percentage of total allocation: £1749 = 10%
1. Develop existing strategies to ensure children have access to 30 active minutes in school per day – ensuring this takes place, especially with the changes with the Red Hall School Site.				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Monday mile:</b></p> <ul style="list-style-type: none"> <li>All children from Reception to Year 6 to have access to the Monday Madness – PE sessions and running a mile. Strength and stamina will improve as the weeks progress</li> </ul> <p><b>Active playtimes and lunchtimes:</b></p> <ul style="list-style-type: none"> <li>Playground equipment to be used to promote being active.</li> <li>Lunchtime clubs to promote being active.</li> <li>Classroom trackers to be displayed in all KS2 classrooms.</li> <li>Active English and Maths to be observed during learning walks / formal observations.</li> </ul>	<ul style="list-style-type: none"> <li>Lunchtime supervisors to be clear about their role in this</li> <li>Staff to be aware of supporting children physically and with their resilience</li> </ul> <ul style="list-style-type: none"> <li>Playground duty has been changed so there are three members of staff on duty at all times.</li> <li>Team meetings will quickly highlight whether the active minute trackers are being used</li> <li>Evidence of active learning taking place in observed lessons, as a result of Lis Greenwell CPD, last academic year.</li> </ul>	<ul style="list-style-type: none"> <li>N / A</li> </ul>	<ul style="list-style-type: none"> <li>Children continue to take part in active playtimes.</li> </ul> <ul style="list-style-type: none"> <li>Additional staff – until lockdown – were on the yard at playtimes and lunchtimes, ensuring that children were active and developing their team working skills.</li> <li>Active minute trackers were being used from September – March</li> </ul>	<p>This is sustainable because:</p> <ul style="list-style-type: none"> <li>Once this is embedded, children will be in a routine of completing active learning and active playtimes and lunchtimes.</li> <li>Staff will also have their trackers set up and these will be passed on to the next class teacher, meaning little set up time.</li> <li>CPD was given looking at active learning etc. This will then be seen in all lesson observations, for the rest of the academic year.</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£874.50 = 5%
To develop the outdoor space and offer opportunities for more engaging, active learning to take place				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Whole school:</b></p> <ul style="list-style-type: none"> <li>Use PE to improve attendance (Monday's are a concern; therefore, PE sessions need to be engaging to make children want to come to school)</li> </ul> <p><b>Outdoor Learning:</b></p> <ul style="list-style-type: none"> <li>Children will be more imaginative during their outdoor play.</li> <li>Children will be educated on fire safety including lighting safe fires.</li> <li>All year groups to make good use of outdoor areas.</li> <li>Share good practice in teaching across all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>Dough disco will be used for handwriting</li> <li>Active learning to take place on a morning from 8.45. We will aim for this to be fun, to ensure children want to come into school for this activity. We hope this will improve punctuality</li> </ul> <ul style="list-style-type: none"> <li>To release staff member to deliver outdoor learning sessions across the whole school.</li> <li>Plan engaging outdoor learning sessions, which all children will have access to.</li> <li>Open afternoon sessions to</li> </ul>	<p>£200 implementation of Dough Disco</p> <ul style="list-style-type: none"> <li>Time for NB to develop and build this area.</li> <li>Wood (at cost of £250)</li> <li>Canopy and wood to be</li> </ul>	<ul style="list-style-type: none"> <li>Attendance is increasing on Mondays. It is the same children who are not attending, each Monday. Children are enjoying PE sessions more, as key children are being given officiating roles within lessons, meaning they want to attend.</li> <li>Dough disco is taking place 3 times a week in EYFS, 100% of staff and children are enjoying these sessions</li> <li>Sports equipment has been put in an accessible place for some children who are turning to sport for their "reward time" at school. Since doing this, children are now more engaged in their normal PE lessons.</li> </ul> <ul style="list-style-type: none"> <li>Fire pit now in the woodland. This was used with bubble groups in the summer term.</li> <li>Two more members of staff are now trained in outdoor learning, through wilderness schooling. They received their qualification and led sessions with children in</li> </ul>	<ul style="list-style-type: none"> <li>Dough Disco already embedded, so this will just need to continue.</li> <li>Children to continue with their key roles in PE sessions, to ensure they want to attend school.</li> </ul> <ul style="list-style-type: none"> <li>Children will develop a love of the outdoors and an appreciation of the grounds in which Red Hall is situated. Therefore, alongside working with Groundworks on litter picks etc, the children will be able to</li> </ul>

<ul style="list-style-type: none"> <li>Children will be using outdoor areas safely and are able to risk assess activities and identify the benefits of learning in the outdoor environment. <ul style="list-style-type: none"> <li>Children will have improved awareness of healthy and environmentally friendly living</li> </ul> </li> </ul>	<p>involve parents in outdoor learning.</p> <ul style="list-style-type: none"> <li>Consider membership with CLOtC (Council for learning outside the classroom) to support outdoor learning</li> <li>To build a fire pit (as requested by EYFS staff) to engage children in learning outdoors.</li> </ul>	<p>purchased (at cost of £100)</p>	<p>two year groups before lockdown.</p> <ul style="list-style-type: none"> <li>100% of children said they enjoyed these sessions.</li> <li>Good practice has been shared in team meetings on a half termly basis.</li> </ul>	<p>preserve the environment near their homes.</p>
<p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: £2623.50 = 15%</p>
<p>Staff to observe and team teach with the professionals delivering PE sessions- Martin Gray Football Academy, NBeadle, CBright.</p>				
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>Children to have access to staff who understand how to teach high quality PE and Sport sessions.</li> <li>Assessment data to be shared with children, to ensure they know what they need to do in order to make progress.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to observe key professionals who are brought in to complete PE sessions</li> <li>Staff to jointly take part in the assessment of children in PE.</li> <li>Staff to proactively take part in PE CPD which is offered.</li> </ul>	<ul style="list-style-type: none"> <li>£2500+</li> </ul>	<ul style="list-style-type: none"> <li>This only happened until Covid.</li> <li>Staff focused on improving their knowledge of Dance in particular. This showed in the way they spoke to the children and how they used key terms.</li> </ul>	<p>This is sustainable as:</p> <ul style="list-style-type: none"> <li>Staff are aware of the end of year expectations for children in PE and how they can assist in getting the children to reach these expectations.</li> </ul>



<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: £7870.50 = 45%
Sporting expertise to be bought in: Kettlebell Sport, Boxing, Cheerleading, Cycling. Focus groups and weekly PE lessons.				
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>Children to be offered opportunities which they would otherwise not have access to outside of school</li> <li>Children develop a love of alternative sports, as well as key sports in the curriculum</li> <li>Children will want to participate in after school clubs ran by external coaches</li> <li>Bikeability sessions to take place for key year groups</li> </ul>	<ul style="list-style-type: none"> <li>Range of external sports coaches in to offer sessions</li> <li>PE and sport questionnaires to look at enjoyment of lessons and whether these should continue.</li> <li>Arrange swimming lessons for KS1 children.</li> <li>Offer taster sessions for clubs to come in and work with children during PE</li> </ul>	<ul style="list-style-type: none"> <li>£5000+</li> <li>Discussion with children and staff as to what they would like</li> </ul>	<ul style="list-style-type: none"> <li>This target will be carried over to next year.</li> <li>Children were due to have archery lessons, KS1 swimming lessons, bubble football and kettlebell sports, however due to Covid this could not happen.</li> </ul>	<p>This is sustainable as:</p> <ul style="list-style-type: none"> <li>Children will be more confident in the water and they will gain survival techniques, should they need them.</li> <li>Children will be able to ride a bike confidently and safely.</li> </ul>
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: £4372.50 = 25%
Host one event per half term, which links with a particular need, e.g Sen, G&T, less active, boy specific etc				
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>Sports council to apply for their roles by completing application forms. They will also run more events and lead the school in sport.</li> <li>Red Hall to be the 'sporting hub' and arrange key events for specific groups, on a termly basis.</li> </ul>	<ul style="list-style-type: none"> <li>Sports council to receive a recognised award for their contribution to school life?</li> <li>Create links with more local sports clubs</li> <li>All children in KS2 will participate in at least one after school club throughout the year.</li> <li>Data gathered and analysed, showing all children attended at</li> </ul>	<ul style="list-style-type: none"> <li>Possibly an award for them?</li> <li>In school rewards? Vouchers?</li> <li>Grants??</li> </ul>	<ul style="list-style-type: none"> <li>SEN festival ran in the autumn term and spring term.</li> <li>Staff working with SEN children attended training specific to creating lessons which were tailored to children's needs.</li> <li>Planned events for Spring 2, Summer 1 and Summer 2, could not take place.</li> </ul>	<p>This will be sustainable because:</p> <ul style="list-style-type: none"> <li>A hub would recognise the sporting journey Red Hall had been on and would enable us to create greater links with clubs. Once this is set up, it is a matter of keeping on top of events and external club links.</li> </ul>

	<p>least one club.</p> <ul style="list-style-type: none"><li>• Specific groups to have more confidence, which will impact on whole school attainment.</li></ul>			<ul style="list-style-type: none"><li>• Through creating an engaging PE session with a competitive element, the children who are involved, will begin developing a love of PE and Sport, meaning they will want to participate in future events</li></ul>
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