



Rugby Free
Primary School

Rugby Free Primary School Sports Premium Spending document 2022/23



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 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● High quality teaching remained from GAME ON and teaching by implementing GET SET 4 PE. ● Interschool competitions allowed children to compete against one another. ● CPD for teachers and teaching assistants. ● Sports coaches continued to encourage an active lifestyle at lunchtimes and introduced a range of sports. ● Sports leaders were starting to be embedded into school. ● A range of sports club offered to all year groups after school. ● Bike ability carried out for Year 5 pupils ● A competitive sports day at the athletics track was provided. 	<ul style="list-style-type: none"> ● Develop sports leaders by teaching leadership strategies for use in break times and lunch times SSP lead. ● Children to engage in as many extra-curricular activities throughout the year. ● To ensure the curriculum is well sequenced ensuring progression is evident and knowledge and skills are built upon. ● Monitor swimming progress of Year 6 students.

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19,200
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,600
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19,600

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
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 2022. Please see note above	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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?	No

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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: 2022/23		Total fund allocated: £19,600		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers 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:		Funding allocated:	
Evidence of impact: what do pupils now know and what can they now do? What has changed?		Sustainability and suggested next steps:		66%	
To encourage engagement in physical education and activity by accessing a wide range of opportunities.		Raise attainment in primary school swimming to meet the requirements of the national curriculum before the end of Key Stage 2. This will be done through additional swimming/coaching opportunities for children who have not met these.		Approx £5200	
Swimming coaches completed assessments of the children in the final 2 lessons and passed information back to the school. Those Year 6 children that did not meet NC requirements, parents were informed and suggestions for further swimming lessons were made.		Years 4, 5 and 6 will continue to swim in the next academic year. Year 6 in Autumn, Year 5 in Spring and Year 4 in Summer. Identify those Year 4 and 5 children that struggled this academic year and target within school swimming lessons and inform parents.			
Lunchtime sports coaches to: <ul style="list-style-type: none"> Increase the level of physical activity Enable children to enjoy lunchtimes Encourage child participation in a range of sports and physical exercise 		To provide increased levels of activity outside of P.E lessons as part of creating a healthy lifestyle through zoned activities.		Approx £625 per week 5 coaches 5 days a week. 39 weeks + £24,375 35% funded; £250 per week. = £8,500	
				Sports coaches provide at least two structured games at lunch time. These vary from day to day and the children are always excited to go out and play.	
				Children to continue to be given the opportunity to take part in zoned activities during breaks and lunchtimes to increase their physical activity within the school day and go towards their 30 minutes of their daily physical activity.	

To focus on specific pupils to increase their participation in physical activity.	Sports coaches to work with targeted groups to increase their enthusiasm and participation in physical activity.	£480		
To select, train and support pupils in becoming sports leaders in every year group to encourage sport and active lifestyles on the playground and organisation of sports resources.	<ul style="list-style-type: none"> To select pupils from year 5 and 6 to become sports leaders and equip them with everything they need to carry this out effectively. 	£200 (for equipment)	Introduced sports leaders from Year 2 to Year 6 (6 in each year group) to lead games. They were trained by Harris SSP coaches to lead other children. Confidence has developed within these children. More activities available to the rest of the school. Contributes to the children's 30 minutes of physical activity throughout the day.	Year 2, 3 and 4 did not have enough confidence (although they were trained) to carry out activities with older children therefore next year we will train 30 Year 5 and 6 children to lead activities during lunchtimes. These will be on a rota. Training to commence in Autumn term.
To further embed the daily mile for all KS2 children and implement for KS1.	<ul style="list-style-type: none"> Implement the Daily Mile scheme to allow children to reach their 30 minute of in school activity. 	£0	KS2 children either take part in the daily mile or circuits two times a week. The children have a positive start to the day by carrying out exercise which has not always been completed.	KS2 to continue first thing in the morning as part of their daily physical activity. In Summer term, KS1 to go out 10 minutes after lunch time to complete their physical activity.
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	3%
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

<p>Purchase new sports equipment for during PE lessons which meets the needs of the P.E entire curriculum, lunchtimes and break times.</p>	<ul style="list-style-type: none"> • To update the PE equipment audit to ensure safety and quality of all equipment. • To ensure that all equipment is suitable for the Year 6 topics. • To ensure staff know how to use the equipment safely and know what equipment there is available. • To make sure all equipment is organised and well labelled. 	<p>£400</p>	<p>To broaden the curriculum to improve and upskill teachers' subject knowledge and understanding and improve levels of physical activity for the children.</p>	<p>To continue to deliver a broader a curriculum, with high quality teaching and resources.</p>
<p>To raise the profile of sport and encourage children to be active.</p>	<ul style="list-style-type: none"> • Class teachers promoting PE in around the school – PE display. • Celebration of sporting events through whole school events. • PE and sport celebrated during assemblies. • Having a cross-curricular approach (stopwatches in maths etc). 	<p>£200 Total - £600</p>	<p>All children from Year 1 to 6 have taken part in level 2 competitions throughout the year. Display put up to showcase a range of sports across year groups in PE. During assemblies, children are recognised for sporting achievements and write their own match/event reports for the weekly newsletter.</p>	<p>Continue to push for all children to take part in at least one physical extra-curricular activity. Display to be updated with new learning. Sporting achievements to continue to be recognised.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	3%
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:
To increase the confidence in skills for teachers in teaching PE to ensure that there is continuity, skills and knowledge progression throughout the school including sports staff.	Renew GET SET 4 PE scheme to ensure that all skills are being taught successfully and increased year upon year.	£600	GET SET 4 PE gives all teacher the basis for the lesson which they can adapt and develop to teach high quality PE lessons. Allows teachers to monitor progression within their year group to further adapt lessons to meet the needs of all pupils.	To buy into GET SET 4 PE again in December.
To find the area of need and carry out CPD to upskill staff. To have a better understanding of teachers' areas of strengths and weaknesses within PE and school sport.	<ul style="list-style-type: none"> Complete a staff questionnaire on different areas of sport and analyse the results Research and organise effective CPD. 	(comes out of £3,600 for Harris School Sports Partnership) Total = £700	Staff identified and CPD delivered from Harris.	Next year, we will carry out teacher voice questionnaire to include subject knowledge and confidence in different areas of the curriculum. New staff to the school will be a focus for CPD.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	2 %
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:

<p>To allow children a different experience of a larger playing field for field sports e.g. rounder's and cricket to enable them to play the sports effectively. To broaden the range of sports accessed by KS2 children in a different setting.</p>	<p>To rent a sports field for a day for all KS2 children. Rugby Free Secondary School</p>	<p>£0</p>	<p>Year 6 children went to the park to play rounders. Year 5 went to RFSS to take part in a range of PE activities.</p>	<p>To ensure all KS2 children have the opportunity to visit a larger field for one part of their PE curriculum e.g. rounders and cricket.</p>
<p>To hire an athletics track to ensure KS2 children have adequate challenge during sports day.</p>	<p>To rent an athletics track for a whole day for all KS2 children.</p>	<p>Approx £500 (Coach and track hire)</p>	<p>Athletics track hired for sports day. Lots of positive feedback from parents.</p>	<p>Hire track again for next year.</p>
<p>To have expertise from sister school (RFSS) to increase children's awareness of sports taught at a secondary and have access to specialist teaching.</p>	<p>To organise dates where expertise from our sister school visit us to teach Year 5 a range of sports. To organise dates where we visit our sister school so Year 5 get to take part in a range of sports and apply their skills in a new setting.</p>	<p>£0 Total = £500</p>	<p>Year 5 took part in several sessions with RFSS in school and at their school. RFSS sports leaders helped out at sports day.</p>	<p>To continue to build relationships with PE leads at RFSS.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	26%
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
To promote competitive sports and increase participation in competitive sports during and after school in KS1 and KS2.	<ul style="list-style-type: none"> To be part of Harris Schools Sports Partnership Taking part in sports festivals; a specific festival for each year group across a variety of sports, with the whole year group attending. All pupils to take part in a range of inter-school competitions. Pupils to take part in a range of virtual competitions. G&T sports days and competitions. 		£3600 (Harris Subscription)	All children from Year 1 to 6 have taken part in level 2 competitions throughout the year.
To promote competitive sport by attending as many events as possible.	<ul style="list-style-type: none"> To use money for coaches to attend as many events as we can. 		£2000	All children from Year 1 to Year 6 took part in at least 1 sporting event this year.
				For ALL children to take part in at least one sporting event throughout the year.
				For ALL children to take part in at least one sporting event throughout the year.

To promote competitive sport by offering a range of sports at after school clubs. (Lacrosse, Netball, etc)	<ul style="list-style-type: none"> Teachers to offer a variety of sporting clubs to appeal to a wider audience. 	£0	At least 3 sporting clubs per night were offered each term by teachers and GAME ON staff. PP children were offered 2 free clubs a week to promote inclusion in sports.	To continue to offer at least 15 sporting clubs each term and to continue to off PP children 2 clubs a week.
To promote competitive sport by organising some local football games with a nearby primary school.	<ul style="list-style-type: none"> Boys and girls football teams to enter local school football league for Year 5 and 6. 	£0 Total = £5600	Boys and girls football matches participated in throughout the year.	To continue to join in the football league and to promote girls football further.

Total spending = £21,680

Signed off by	
Head Teacher:	Rebecca Butters
Date:	
Subject Leader:	Charlotte Wilson
Date:	8.11.22