



Rudyard Kipling Primary School

**Primary PE and Sport Premium Report
July 2021**

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	£18,809
Total amount carried over from 2020/21	£8,429
Total amount allocated for 2021/22 (Inclusive of carry over)	£24,095
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,574
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,521

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<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 2020.</p> <p>Please see note above</p>	76%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	76%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%
<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>	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 and for the future.

Academic Year: 2020/21		Total fund allocated: £18,809		Date Updated: 21/07/21	
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: 0%
Intent	Implementation		Impact		Sustainability and suggested next steps:
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?:	
<ul style="list-style-type: none"> To engage children in at least 30 minutes of physical activity during the whole school day, particularly focused on, lunch time provision. 	<ul style="list-style-type: none"> Funding allocated to make clubs more accessible for all children and ensure lunchtimes behaviour is improved as well as ensuring children are more active at lunchtimes through OPAL (Outdoor play and Learning). To give a greater variety and choice of clubs and activities for all children both during school hours and after. 		£ 0	<ul style="list-style-type: none"> An average of 25 children attend per week over the school year. It is open access based on curriculum and competition events. Members of staff have undertaken OPAL training for lunchtime provision. Children are more active at lunchtimes and are engaged with activities such as den building, sports (football, basketball) as well as manipulating resources such as tyres. Behaviour at lunchtimes has improved with less need for Teacher / SLT involvement. Year 6 girls and boys have attended football clubs and fixtures Year 5 girls and boys have attended cricket club. Lunchtime club offered to Years 3/4/5/6 by PE coach. 	<ul style="list-style-type: none"> PE Specialist Teacher to continue to provide staff with resources and ideas for lessons to ensure they are replicated and taught effectively. An increase of clubs to be offered to children as of next year (Impact of COVID has hindered this, this year) Shooting stars (football scheme for KS1) to be introduced School currently receiving quotes for a new Sand pit and new climbing / gym equipment outside

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.94%
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:
<ul style="list-style-type: none"> To raise the profile of PE and sport in our school. 	<ul style="list-style-type: none"> New equipment in: cricket, basketball, tennis, athletics and various multi-skill and multi-sport equipment. Sports Captains given RKPS specific t-shirts with names on Increase use of Twitter for sporting events. Termly competitions set up for KS1 / LKS2 / UKS2 by PE coordinator with certificates and trophies to celebrate success and achievement. New format for Sports day set up. 	£ 175.16	<ul style="list-style-type: none"> Improved engagement within lessons and sports day. Parent praise for Sports day flooded in after an overhaul of the running of the event. Increased awareness of the need to be physical. Increased number of children partaking in activities both during school day and after school. Children actively speaking about the termly competitions. The league tables and discussing the next event. Huge success for children receiving 1st / 2nd / 3rd / Well done stickers in the Sports day events 	<ul style="list-style-type: none"> Continue to update and improve equipment as and when needed. Review sports day based on any advice. Review termly competitions based on Staff / Pupil voice.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				42.29%
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:
<ul style="list-style-type: none"> To improve the skills based teaching of PE across Key Stage 1 and 2. To improve the confidence of staff in teaching skills based PE in Key Stage 1 and 2. 	<ul style="list-style-type: none"> PE Specialist Teacher to work alongside teachers to deliver skills based learning. Specialist dance teacher Cricket specialist teacher 	£7,955	<ul style="list-style-type: none"> Staff receive additional support depending on need and timetabling to allow to work alongside the PE teacher to continue CPD. From Staff voice, it was clear that teachers felt less confident in teaching Dance. This year, 8 classes have received dance support. Every single class has received some form of PE CPD throughout the course of the year. 	<ul style="list-style-type: none"> Next year teachers to feel more confident in the planning of skills based PE learning as will be re-teaching units of work from this year. PE Specialist Teacher to work alongside new teachers early in the year. Specialist to work alongside Teachers who have requested / require support.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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:
<ul style="list-style-type: none"> To give children the opportunity to try out new sports, which they may then choose to participate in outside of school. 	<ul style="list-style-type: none"> Termly competitions put in place for different Key Stages, league tables updated and rewards given. Link set up with Woodingdean Wanderers Football Club BACA (local secondary school) sent a PE teacher to lead Cricket clubs 	£0	<ul style="list-style-type: none"> School able to participate within fixtures against other schools in football. Number of children now attending the prestigious, 'Phoenix Athletics Club' after realising talent in termly competitions. Woodingdean Wanderers FC reported the highest number of children attending their club from RKPS children. As seen above, we have purchased equipment to increase provision for events such as cricket, badminton etc. 	<ul style="list-style-type: none"> Ensure that when needed, money is available for transport and coaching. More clubs, and a wide variety, to be introduced next academic year. Continuous self-reflection by school in order to create and meet next steps. Review Curriculum map to include a broader range of sports.

Key indicator 5: Increased participation in competitive sport				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:
<ul style="list-style-type: none"> To provide a greater variety of competitive sport to more children. 	<ul style="list-style-type: none"> PE lead to organise a greater variety of sporting competitions. PE lead to take more teams to competitions where possible. (Heavily impacted by COVID) PE lead has set up termly competitions within RKPS. 	£0	<ul style="list-style-type: none"> Year 5 and 6 children have all had to opportunity to attend a sporting afterschool club. Number of children competing has increased and there are waiting lists for football. Children actively speaking about the termly competitions. The league tables and discussing the next event. Year 6 children competed in their first ever fixture against another school. Both girls and boys played fixtures against other local school. 	<ul style="list-style-type: none"> Ensure that when needed, money is available for transport and coaching. Continuous self-reflection by school in order to create and meet next steps. To increase the number of clubs taking place after school next academic year. PE lead to enter sporting teams into competitive fixtures within the local area.

Administrations for Deans Sports Partnership	Administrations for Deans Sports Partnership	£2250		11.96%
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Signed off by	
Head Teacher:	Euan Hanington
Date:	21.07.21
Subject Leader:	Niall Wynne
Date:	21.07.21
Governor:	Margaret Burdsey (chair)
Date:	21.07.21