

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement. N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Subject leader and other teachers accessed online CPD as appropriate. ● Videos created by the SSP were shared with children at home using our home learning grids. ● Use of SSP staff to deliver physical activity for key worker children who attended school ● Use of school money to fund Sports Star for Easter and May Half Term holiday to support delivery for key worker children ● Use of daily online resources i.e., Joe Wicks/Cosmic Yoga YouTube channel for key worker children who attended school ● We ensured the children were active by planning 5 physical activity sessions a week on the home learning grids, regular brain breaks, cosmic yoga and well-being challenges. ● Key worker kids followed the home learning grid in school completing all physical activity, brain breaks etc and regular break time and lunch times runabouts. ● Home learning grids included daily activities including Joe Wicks/Cosmic Yoga, YouTube and suggested PE activities to complete in the home linked to the curriculum focus that would have been delivered in school, had school been open ● Organised/prepared and executed 2 Sports leadership competitions for KS1 and KS2. ● We planned virtual completions into our home learning grids and promoted them in Tapestry, our online learning hour meal for KS1. ● Two sports leadership competitions for KS1 and KS2 were completed with virtual certificates awarded for participation. 	<ul style="list-style-type: none"> ● The need for young people to be more regularly physically active when in school and at home. ● To move from remote to face to face learning ● To support those affected by lockdown/pandemic.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO If YES you must complete the following section, **If NO, the following section is not applicable to you.**

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: 2019/2020	Total fund carried over: £0	Date Updated: 25.11.20		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £0
Intent	Implementation		Impact	
<p>Not applicable</p> <p>We were able to adapt our delivery during the lockdown/pandemic period which allowed us to still use the funding effectively.</p>				

<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.</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 of leaving primary school at the end of the summer term 2020.</p>	79%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	76%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	86%
<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>	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 and for the future.

Academic Year: 2020/21	Total fund allocated: £19,174	Date Updated: 1st July 2021		
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: 22.9%
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:
<p>1. SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands To impact on all students in Key Stage 1 and 2.</p> <p>To work with the wider school community and workforce through targeted CPD to ensure staff are competent and confident in implementing daily activity strategies</p> <p>2. Embed physical activity into the school day through active travel to and from school, active lessons and active break and lunchtimes.</p> <p>Ensure lunchtime/break time activities run well to engage children to keep active. KS2 lunch clubs x2 per</p>	<p>1. SSP Healthy Lifestyle assembly to raise whole school awareness of the importance of regular physical activity. (Adapted delivery due to Covid. SSP provided a video recording of the Healthy Lifestyle assembly.)</p> <p>1. Support from a specialist PE consultant to help provide planning and delivery advice with PE lead.</p> <p>2. 'How physically active learning is transforming Maths and English' CPD for staff who are interested in bringing this into their classroom environments. As a school, we also attended additional OAA training which gave us ideas about how to use OAA in sport and across the</p>	<p>All points are funded through SSP extended membership. Annual cost is divided equally across all objectives: £1950 annually</p> <p>Initial meeting with K.Hussain 11/12/2020: £40 p/h (£120)</p> <p>Two KS2 lunch clubs per week: £1800 (36 weeks)</p>	<p>1. October 2020 - Whole school assembly. Discussion was held within classes based on the points made in the assembly.</p> <p>1. PE lead has sourced a new PE scheme that covers progressive skills and has created a two-year rolling programme with the continuous help of the specialist PE consultant. The impact from the CPD provided by the specialist has created excitement for cricket.</p> <p>1.SSP have helped resourced the schools during lockdowns by uploading virtual lessons, challenges and competitions where all children could</p>	<p>1. Staff attend assembly to gain knowledge. Staff to provide update assemblies in partnership with the SSP.</p> <p>1. Buy into the SSP basic membership model. Will send a survey to staff to work out what areas of sport need refreshing for our 3xCPD offer.</p> <p>1. Keep communication with K.Hussain - See what offer can be agreed for cricket.</p> <p>2. Continue to update any lunchtime equipment.</p> <p>2. PALs to restart and with the children who have already gone</p>

<p>week.</p> <p>3. Increase participation in school clubs outside of school day especially for disadvantaged children.</p> <p>4. Through SSP membership – our school has participated in the provision documented in this section with the specific aim of supporting the wellbeing of our students during the pandemic (lockdown period). This has ensured opportunity and access to 60 active minutes per day.</p>	<p>curriculum.</p> <p>2. Purchase resources to help create an active environment.</p> <p>2. Train PALS within bubbles - CPRSSP</p> <p>2. PE lead/MDA training with Anthony Seaman, Active Breaks and Lunchtimes CPD to help provide activities that will engage those less active pupils at lunchtimes.</p> <p>2. Use of PALS training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes.(Adapted delivery – remote learning provided and videos for all leadership schemes and inset for support staff)</p> <p>2. Staff to teach their class playground games as part of the recovery curriculum.</p> <p>3. A range of before school, lunchtime and after school clubs available.</p> <p>3. Look into potentially giving “free” spaces to PPG children so they can attend.</p> <p>4. Working collaboratively with</p>	<p>44 children x1 club per term: £176 per term (£528 annually)</p>	<p>participate.</p> <p>2. Staff members attended and fed back to their teams. Due to COVID, teachers were more creative and used our outdoor areas to teach core subjects.</p> <p>2. Due to COVID restrictions, PALS hasn’t been used to its full potential yet. However, the PALS have had their training and when restrictions start to lift, this will be the priority to ensure active breaks and lunchtimes.</p> <p>3. Children have had the opportunity to take ownership of their own learning journey and specific skills from sports of their choice. High quality provision from our SSP membership.</p> <p>4. Attending virtual meetings with other PE leads in association with SSP to share ideas. Active and sensory breaks are now used three times a day throughout the school to help the children when they returned to school after the Spring lockdown.</p> <p>4. A wider range of sporting activities and competitions have been offered to all children (virtually and now in person.)</p>	<p>through the training. Lunchtime clubs to be run by members of staff.</p> <p>2. Tracking of interventions against whole school priority of lunch time behavior. Use of evidence to improve future plans and training needs.</p> <p>3. By continuing to provide a range of clubs with support from Deanes.</p>
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	<p>other schools through the SSP to ensure all students access a range of high quality experiences and opportunities. Including friendly and competitive events (either virtual or face to face.) 3 x Multi skills virtual festival resources were created and made available to all schools, these included video instructions to allow children to complete the festival at home or in school.</p> <p>5. Creation of SSP web page for the storing and sharing of a wide range of remote learning resources.</p> <p>5. Between January – Easter 2021 the delivery of a daily ‘free to access’ virtual sports and activity club via zoom led by the SSP team was put in place to allow children to access extra-curricular sport during the lockdown and restricted period.</p> <p>5. Throughout January, February and March – the SSP delivered a ‘live’ PE afternoon with KS1 and KS2 sessions available through zoom for students at home and in school to access.</p> <p>5. Throughout February and March (during lockdown period) the SSP Get Up and Active daily early morning club</p>		<p>4. Each class communicated the SSP offer during lockdown. We would share this via Google classroom and we took daily registers to ensure our children were accessing them. As the SSP were holding a ‘Spring into fitness’ competition, this was a good opportunity for all our children to be involved. We kept a spreadsheet off all the children’s results so we can see who took part in the event.</p>	
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	<p>was free to access for all students to re-engage students with physical activity and get them ready for the school day.</p> <p>5. A large bank of pre-recorded video resources created by the SSP team to support at home/in school PE delivery and physical activity participation.</p> <p>5. The creation and delivery of regular physical activity challenges , festivals and competitions delivered virtually to increase participation.</p> <p>5. The SSP provided fortnightly 'home learning' activity cards and packs which were set as daily tasks for PE at home and used by staff in schools.</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:
				9.8%
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:
<p>1. SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area To impact on all students and staff in Key Stage 1 and 2.</p> <p>2.To ensure training takes place to enable the school to facilitate active and productive break and lunch times.</p> <p>3.To ensure all staff access PE specific CPD across the academic year to raise the profile and importance of the subject.</p> <p>4.To provide development support for staff to raise the quality of PE and School Sport on offer which, in turn, will raise the profile of the subject.</p> <p>5.Research deeply and secure long term planning for the whole school to ensure clear progression.</p> <p>6. To ensure the PE subject lead is given time to develop the subject and</p>	<p>1.Work collaboratively with other schools through the SSP to ensure all students access a range of high quality experiences and opportunities.</p> <p>1.Support from a specialist PE consultant, to help provide planning and delivery advice with the PE lead.</p> <p>2. PE lead/MDA training with Anthony Seaman, Active Breaks and Lunchtimes CPD to help provide activities that will engage those less active pupils at lunchtimes.</p> <p>2. Use of PALS training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes. (Adapted delivery – remote learning provided and videos for all leadership schemes and inset for support staff)</p>	<p>Purchase GetSet4PE £825 + VAT.</p> <p>Purchased lunchtime equipment: £ 1053.80</p>	<p>1.PE lead has sourced a new PE scheme that covers progressive skills and has created a two-year rolling programme with the continuous help of the CPRSSP membership.</p> <p>1.SSP have helped resourced the schools during lockdowns by uploading virtual lessons, challenges and competitions where all children could participate.</p> <p>2. Due to COVID restrictions, PALS hasn't been used to its full potential yet. However, the PALS have had their training and when restrictions start to lift, this will be the priority to ensure active breaks and lunchtimes.</p> <p>3. We have currently attended OAA x2 and Gymnastics x2 CPD with staff sharing lesson plans/ideas from what they have taken from these sessions.</p>	<p>1.Keep using GetSet4PE for the next academic year.</p> <p>2. Buy into the SSP basic membership model. Will send a survey to staff to work out what areas of sport need refreshing for our 3xCPD offer.</p> <p>3. Survey pre and post staff on confidence and profile of PE. Observation of quality of delivery and links to whole school priority improvements. Eg. greater engagement of girls in PE lessons following Dance Staff Inset.</p> <p>4. Regular PE feedback slot at staff meetings to share knowledge.</p> <p>4. Sharing across all staff and informing schemes of work across a range of subjects.</p> <p>5. We have invested in the</p>

<p>to share learning and best practice across the school.</p>	<p>3. Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across all staff.(Adapted delivery – a full offer of staff inset sessions made available remotely through zoom)</p> <p>3. A structured plan of staff across the whole school to attend and access CPD opportunities. (Adapted delivery – the CPD calendar for 2020/21 is available remotely)</p> <p>4. Attendance at PE lead meetings and share outcomes across the whole school. (half-termly virtual meetings for PE Leads).</p> <p>4. Engagement of more staff in preparation of festivals and attendance to cross curricular CPD to ensure PE, SS and PA are impacting across all elements of school life (Adapted delivery – all available through the virtual calendar)</p> <p>5. Researched different PE schemes, and asked for honest feedback by phase leaders in the school.</p>		<p>4. Attending virtual meetings with other PE leads in association with SSP to share ideas. Active and sensory breaks are now used three times a day throughout the school to help the children when they returned to school after the Spring lockdown.</p> <p>4. By creating a new long-term plan for the school, this includes competitions from the sport calendar meaning staff can teach the outcomes of the competition in line with the curriculum and in their lessons.</p> <p>5. Riverside Primary follows the GetSet4PE scheme which is a progressive scheme for sport but also includes ‘whole child’ planning. This concentrates on characteristics such as perseverance, resilience and teamwork. Within the scheme, it also includes a chance to lead inter-school competitions to help consolidate the children’s learning.</p>	<p>scheme for 3 years. We will be looking at the assessment model next year. .</p> <p>6. Develop an ethos of shared responsibility across the SSP and in school.</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:
				49.5%
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:

<p>1.SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) High Quality PE is most prominent.</p> <p>2.To ensure students are able to actively participate in and contribute to high quality PE lessons.</p> <p>3.To ensure that students have a broad and detailed knowledge of a wide range of sporting activities by the end of KS2.</p> <p>4.Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively with an initial focus on Gymnastics and OAA.</p> <p>5.To ensure students can select and make choices to participate in a wide range of their chosen extra-curricular activities, delivered by highly motivated and competent staff.</p> <p>6.To utilise external expertise to ensure students benefit from detailed subject specific knowledge.</p> <p>7.Students are exposed to and comfortable with participating in school sport opportunities with other schools.</p> <p>8. Outdoor screens which can be used</p>	<p>1.Working collaboratively with other schools through the SSP to ensure all students access a range of high quality experiences and opportunities.</p> <p>1. Attendance at SSP PE Lead meetings to gain knowledge to share (Delivered remotely)</p> <p>1.PE resources to support staff in school with the delivery of lessons. (All videos, resources and fortnightly home learning tasks made available through the web page).</p> <p>1. Wider use of SSP infrastructure to network and share ideas.</p> <p>2. Researched deeply to secure long term planning for the whole school to ensure clear progression.</p> <p>3. By securing long term planning, utilising advice from SSP and external experts and introducing new sports to all children.</p> <p>4. Deliver 3 x staff inset sessions based on staff audit of needs to raise the profile of PE across all staff. Track impact. (adapted</p>	<p>2 outdoor screens £9550</p>	<p>1.SSP have helped resourced the schools during lockdowns by uploading virtual lessons, challenges and competitions where all children could participate.</p> <p>2. Riverside Primary follows the GetSet4PE scheme which is a progressive scheme for sport but also includes 'whole child' planning. This concentrates on characteristics such as perseverance, resilience and teamwork. Within the scheme, it also includes a chance to lead inter-school competitions to help consolidate the children's learning.</p> <p>3. By using our new scheme, it offers a wide range of sporting activities such as yoga, dodgeball and handball to name a few just within our curriculum.</p> <p>4. We have currently attended OAA x2 and Gymnastics x2 CPD with staff sharing lesson plans/ideas from what they have taken from these sessions.</p> <p>5. We are working with Deanes to provide a range of extra curricular clubs in the new term now restrictions are starting to lift.</p>	<p>1.Buy into the SSP basic membership model. Will send a survey to staff to work out what areas of sport need refreshing for our 3xCPD offer.</p> <p>2. PE lead to participate in a learning walk to ensure teaching of PE is of a good standard. Also to send out a survey to staff to see how they feel teaching PE using the new scheme.</p> <p>3. To re-evaluate and review the LTP.</p> <p>4.Buy into the SSP basic membership model. Will send a survey to staff to work out what areas of sport need refreshing for our 3xCPD offer.</p> <p>4. Survey pre and post staff on confidence and profile of PE. Observation of quality of delivery and links to whole school priority improvements. Eg. greater engagement of girls in PE lessons following Dance Staff Inset.</p> <p>4. Regular PE feedback slot at staff meetings to share knowledge.</p>
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<p>to show videos during lessons.</p>	<p>delivery – virtual delivery through zoom)</p> <p>6. Support from a specialist PE consultant, to help provide planning and delivery advice with PE lead.</p> <p>6. Support from a specialist PE consultant, to help team teach to build staff confidence.</p> <p>7. Entering groups of children in events aimed at less active students e.g. Multi Skills Festival, Key Stage 1 Winter Games. (Adapted delivery – creation of virtual festivals with videos and resources.</p> <p>8. To help teachers who may not be confident when showing a skill to the class, show a good example to the children.</p>		<p>6. PE lead has sourced a new PE scheme that covers progressive skills and has created a two-year rolling programme with the continuous help of the specialist PE consultant.</p> <p>7. Currently, only year 6's have had the opportunity to go and participate in 'in-person' events since COVID. We offered an athletics event with two other schools to all year 6 children to take part in. Normally, a team is appointed for such events but letting all children have this opportunity really echoed our thoughts that equal opportunities in sport need to be happening and this will be a focus for the next coming years. Potentially, some competitions may be virtual which will also work in our favour for those children who may have low-self esteem.</p> <p>8. Staff require training to use this to the best of their ability.</p>	<p>5. To continue with this offer next year. and continue with our GetSet4PE scheme which has a range of sports available.</p> <p>6. Continue our partnership with SSP, and Let's Shine cricket.</p> <p>7. Using the competition calendar given by SSP, use to consolidate learning during PE lessons to build confidence before competitions.</p> <p>8. Training on the screens to use them more sufficiently.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15.7%
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:
<p>1.Additional achievements: SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>2.Research, resource and implement a PE scheme to help consistency cross the school and to impact on all students and staff in Key Stage 1 and 2.</p> <p>3.To specifically teach Cricket as our school's sporting strength.</p> <p>4.Research, resource and introduce new sports or other activities to encourage more pupils to take up sport and physical activities. - i.e. table tennis.</p> <p>5.Audit and update PE resources in line with long term planning to ensure the scheme can be effectively delivered.</p>	<p>1. Access to broad range of Festivals, competitions and leagues. Preparing children.(Adapted delivery – a full calendar of virtual events , competitions and challenges)</p> <p>2. Researched deeply to secure long term planning for the whole school to ensure clear progression.</p> <p>3. Support from a specialist PE consultant, to help provide planning and delivery advice with PE lead.</p> <p>3. Support from a specialist PE consultant, to help team-teach to build staff's confidence.</p> <p>4. To resource Table tennis. This will help us target those children who may not be able to access the more demanding sports. Links with our STAR values: Strive, Achieve, Resilience. Will also be a good</p>	<p>Swimming pool repairs: £2800</p> <p>Update equipment: £219</p>	<p>1.SSP have helped resourced the schools during lockdowns by uploading virtual lessons, challenges and competitions where all children could participate.</p> <p>2. Riverside Primary follows the GetSet4PE scheme which is a progressive scheme for sport but also includes 'whole child' planning. This concentrates on characteristics such as perseverance, resilience and teamwork. Within the scheme, it also includes a chance to lead inter-school competitions to help consolidate the children's learning.</p> <p>3. A CPD was held with a specialist PE consultant, who specialises in cricket. The impact from the CPD created excitement for cricket. We are also provided with sessions run by them where we get the opportunity to team teach.</p>	<p>1.Buy into the SSP basic membership model. Will send a survey to staff to work out what areas of sport need refreshing for our 3xCPD offer.</p> <p>2. To keep updating equipment to ensure all lessons are taught at a good standard. Scheme expires: 2024.</p> <p>3. To have an external cricket company to come in and team teach along with staff, introduce cricket clubs and to attend any competitions.</p> <p>4. Get Set 4 PE holds up introduce new sports during our PE lessons and SSP provides clubs for our school.</p> <p>5. Will continue next year - half termly.</p> <p>6. GetSet4PE - 2024 To raise the profile of</p>

<p>6.Students to be equipped by the end of KS1 to enjoy a range of skills and activities to fully engage in active play and games.</p> <p>7.Students to be equipped by the end of KS2 to enjoy a wide range of sports and have the skills and competencies to both participate and compete.</p> <p>8.To support each individual child to find ‘their’ chosen sport or activity. To utilise SSP expertise to deliver a wide range of clubs and coaching opportunities to our students.</p> <p>9.Our students will be able to use correct sporting terminology across a broad range of sports.</p> <p>10. Investment in a swimming programme.</p> <p>11.Complete required repairs to our Swimming pool pumps and filtration systems.</p> <p>12. Our students will be able to clearly articulate which sports and activities they enjoy and why.</p>	<p>cross-curricular tool by using Matthew Syed “You are awesome” book to build a growth mindset.</p> <p>5. Purchasing GetSet4PE scheme to help resource when LTP is developed.</p> <p>6. GetSet4PE scheme will help enforce this, with training led by PE lead.</p> <p>7. Engaging different students in performance based opportunities such as the Dance Festival, Cheerleading Competition and Skipping Festival. Ensuring children in school can access non-traditional sporting opportunities.(Adapted delivery – SSP Step Up and Dance Challenge (Spring), SSP Virtual Dance Festival (Summer)</p> <p>8. Use of SSP Community club scheme to offer a wider range of extra curricular clubs.</p> <p>8. Work collaboratively with other schools through the SSP to ensure all students access a range of high quality experiences and opportunities.</p>		<p>4. We have an intention to look into this more in the next academic year.</p> <p>5. By buying new, updated equipment, this ensures that each lesson can be taught to the best standard. It also ensures that we are on top of the health and safety aspect of PE also.</p> <p>6. Same as point 5.</p> <p>7. Same as point 5.</p> <p>8. We are working with Deanes to provide a range of extra curricular clubs in the new term now restrictions are starting to lift.</p> <p>9. By using GetSet4PE, it includes other helpful documents such as: progression ladders, vocabulary pyramids and knowledge organisers to ensure teachers and students use the correct terminology.</p> <p>10. We will be using GetSet4PE planning.</p> <p>11. Mr Snares is in charge of pool maintenance.</p> <p>12. By encouraging dialogue within our PE lessons and clubs,</p>	<p>before,lunchtime and afterschool clubs, especially targeting the disadvantaged children. This will provide each child the opportunity to try different sports.</p> <p>7. GetSet4PE 2024 To raise the profile of before,lunchtime and afterschool clubs, especially targeting the disadvantaged children. This will provide each child the opportunity to try different sports.</p> <p>8. Continue to work with SSP for this offer.</p> <p>9. Continue using GetSet4PE.</p> <p>10. I will look into a swimming rewards programme in the new academic year.</p> <p>11. A full timetable is set up to ensure the pool is ready for swimming sessions.</p> <p>12. Using the assessment tool in GetSet4PE will help PE lead create a picture across the school about whether children are successful at this.</p>
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	<p>9. With help from the new scheme, PE lead will start looking into other ways to implement terminology within PE lessons.</p> <p>10. Contacting swimming instructors for CPD and gathering guidance.</p> <p>11. All completed.</p> <p>12. Survey has gone out for children to complete.</p>		<p>students will be able to explain which sports they enjoy and why with the more able speaking independently and the less able using prompt cards.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.3%
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:
<p>1. SSP 'BASIC MEMBERSHIP MODEL' – all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2.</p> <p>2.To identify a wide range of sporting festivals and sports for our school and students to participate in. To ensure every child enjoys the experience of representing the school in a festival, league or competition (appropriate to their needs) and is able to articulate the learning taken from the experience.</p> <p>3.To utilise whole school intra competition to raise standards across all subjects with PE and SS as the initial driver.</p> <p>4.Students understand and be able to deal emotionally , both winning and losing in sport.</p> <p>5.Reinvent/reinvigorate house team</p>	<p>1.Working collaboratively with other schools through the SSP to ensure all students access a range of high quality experiences and opportunities.</p> <p>1. Wider use of SSP infrastructure to network and share ideas.</p> <p>2. Involvement of a wide range of students in a broad offer of competitions (Adapted delivery – engagement in the virtual offer of competitions, festivals and challenges).</p> <p>3. Development of intra (in school) competitive opportunities.</p> <p>3. Participation in SSP Football and Netball leagues to increase regular competitive opportunities.</p> <p>4. By having open discussions when taking part in competitive</p>	<p>Coach for athletic events: £260</p>	<p>1.SSP have helped resourced the schools during lockdowns by uploading virtual lessons, challenges and competitions where all children could participate.</p> <p>2. By creating a new long-term plan for the school, this includes competitions from the sport calendar meaning staff can teach the outcomes of the competition in line with the curriculum and in their lessons. This will then help with the transition from lesson to competitive events.</p> <p>3. By using the GetSet4PE scheme, the last lesson of every unit can be used as an intra and inter school competition. This will also help consolidate their unit of work.</p> <p>4. Riverside Primary follows the GetSet4PE scheme which is a progressive scheme for sport but also includes 'whole child'</p>	<p>1.Buy into the SSP basic membership model. Will send a survey to staff to work out what areas of sport need refreshing for our 3xCPD offer.</p> <p>2. To ensure every child participates in a sporting event by utilising the SSP sport calendar with the LTP so competitions can be consolidated within lessons, helping build confidence prior to a sporting event.</p> <p>3. To discuss the use of the consolidating sessions and how this can be recorded for evidence in a staff meeting.</p> <p>4. Look into incentives where we praise children not only for taking part, but sportsmanship.</p> <p>5. Look into this in more detail next year.</p>

system.	games.		<p>planning. This concentrates on characteristics such as perseverance, resilience and teamwork.</p> <p>5. We have an intention to look into this more in the next academic year.</p>	
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Signed off by	
Head Teacher:	Mrs C Smith
Date:	
Subject Leader:	Miss J Livermore
Date:	20.7.21
Governor:	Ms D Thresher
Date:	