



Rise Park Primary and Nursery School

PE Impact Statement



The Government is continuing to provide additional Sports Premium Funding to improve and promote the quality of Physical Education and Sport in Primary Schools. The Vision for the Primary PE and Sport Premium funding is for **ALL** pupils leaving primary school to be **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

It is expected that schools will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.
2. The profile of PE and sport being raised across the school as a tool for whole school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets

Teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

Academic Year: 2020/2021		Total fund allocated: £19,561 -			
A	B	C	D	E	G
PE and Sport Premium Key Outcome Indicator:	Evidence of impact:	Actions Plan:	How Funding will be spent:	Funding Breakdown	Actual Impact (following Review) on pupils
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	High quality PE lessons - Chn assessed each PE lesson.	- Through assessment booklet/bands all chn are placed and assessed into ability groups for their one hour of quality PE each week.	-Majority of the money spent on the PE Specialist who will promote most of the activities stated.	-Please see breakdown in outcome indicator 3.	High quality delivery will help with pupil's progress further to becoming physically literate. Maximising the amount of participation in physical activity with chn attending school in kits on PE days, quality hour of PE in lesson, extra 45 mins (approx) per class with the Sheriff's challenge. Providing activities and games for middays and play leaders at breaktimes and lunch. During the lesson chn are learning off each other but competing against other chn of a similar level to experience success and positively reinforce learning. ALL pupils receive a wide variety of coaching, evident on school curriculum map, to equip children with a broad wealth of sporting knowledge and skill set.

<p>Sheriff's challenge whiteboards track the progress in fitness made by class half termly</p>	<p>Class teacher takes class out to run the Sheriff's challenge minimum 3 of times per week. Class runs laps on playground until half of the class has slowed to a walking pace – Records number of laps, logged on whiteboards.</p>
<p>Gross/Fine Motor Sessions</p>	<p>Nursery and reception children show signs in and out the classroom of requiring extra support with movement and physical development undergo termly gross motor programme, weekly 30 minute sessions.</p>

	<p>See indicator 5 for data.</p>
	<p>Gross Motor and Fun Fit positively transfer into the classroom with phonics, handwriting improvements and link in with many health and self-care outcomes and provides the child with competent independence. This really impacts the emotional state of the child, giving the confidence and capability to be successfully involved in many school activities sporting and otherwise.</p> <p><u>Reception – Sample =12</u></p> <p><u>Communication and Language</u> Listening and Attention – 91.67% making accelerated progress, 8.33% making expected progress. Understanding – 91.67% making accelerated progress, 8.33% making expected progress. Speaking – 75% making accelerated progress, 25% making expected progress (one child suffers from a speech difficulty).</p> <p><u>Physical Development</u> Moving and Handling - – 91.67% making accelerated progress, 8.33% making expected progress. Health and Self Care – 83.3% making accelerated progress, 16.7% making expected progress. (The fine motor half of the programmes covered in summer 1 will significantly aid this outcome).</p>

Fun Fit intervention	Fun Fit is a termly programme that aids children show signs of DCD helping full body flexion, extension, hip and shoulder stability and posture and alignment.
1:1 support	Sport specialist teaching sharing and turn taking exercises to Y3, through three lunchtimes sessions and two 15 minute afternoon sessions weekly
PE Participation throughout lockdown (virtual PE lessons) recorded on engagement tracker.	Weekly virtual PE lessons uploaded to website

Nursery - Sample= 10

Communication and Language

Listening and Attention – 90% making accelerated progress, 10 % making expected progress.

Understanding – 70% making accelerated progress, 30% making expected progress.

Speaking – 60% making accelerated progress, 40% making expected progress.

Physical Development

Moving and Handling - – 70% making accelerated progress, 30% making expected progress.

Fun Fit intervention – Tues to Fri
Y5 = 5 children
Baseline assessment data collected, post data analysis end of summer 1.

Fun Fit intervention - Thursday Group
Y3 = 4 children
Baseline assessment data collected, post data analysis end of summer 1.

Keeping the children engaged in PE virtually from home to sustain fitness levels and aid with living a healthy lifestyle and a good mental health state.

Lockdown Engagement Data (% of cohort engaging in PE throughout

After school clubs	Covid compliant summer term after school clubs to commence, providing extra-curricular opportunities
Whole School initiatives and Phase Projects for data collection.	<p>Whole School Healthy lifestyle projects such as Sports Relief, Sheriff's challenge and Healthy Lifestyle themed week in summer term are performed throughout the year.</p> <p>Ensure Healthy and Active Lifestyles Posters and Display Boards are produced around school to inspire pupils throughout school - Virtual Sports Day display, Lockdown virtual PE lessons and sheriff's challenge boards.</p>

lockdown – KW bubbles and home learning combined)
See PE lockdown engagement doc for full breakdown of data analysis.
<p>N – 57%</p> <p>R – 61%</p> <p>Y1 – 66%</p> <p>Y2 – 45%</p> <p>Y3 – 58%</p> <p>Y4 – 58%</p> <p>Y5 – 55%</p> <p>Y6 – 33%</p>
Data to follow in the summer term.
Active and healthy lifestyle themed week. The chn can learn about the importance and PE key driver of emotional awareness will be firmly embedded.

	<p>Photos to be uploaded through the school website, and PE displays in school updated.</p> <p>-Receipts of purchase.</p>	<p>-Purchase new equipment to help with PE Lessons and Extra Curricular Activities.</p> <p>-Whole school end of year Sports Assemblies for pupils to celebrate Sporting achievements throughout the school year, through zoom.</p>			<p>-Pupils will progress quicker with better equipment to allow for more differentiation within PE Lessons.</p> <p>-Wide range of equipment aids broaden the variety of sports our chn can take part in, stretching chn knowledge and opportunity</p> <p>- Evidence of sports specialist observations show excellent differentiation and challenge for all.</p> <p>-Pupils will feel inspired to want to keep competing and taking part in sport through the yearly celebrations.</p>
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	<p>High Quality PE Lessons to be taught to ALL pupils from Nursery through to Year 6.</p>	<p>Teachers and PE Specialist to teach from the planning set out on the curriculum map (LTP)</p>	<p>School Equipment purchased for PE Lessons and Lunch Time activities.</p> <p>-Purchase medals and trophies for pupils.</p>	<p>Equipment purchased for lunchtime activities. = £40</p>	<p>Staff are able to teach more confidently. Questionnaire issues to staff at EOY for competency feedback on teaching the PE curriculum.</p> <p>Assessment spreadsheet shows progress from pupils throughout each half term enhancing the schools overall PE Curriculum.</p>
	<p>End of year Assessment Spreadsheet, will have been created alongside class teacher and progress rate/comments can be fed back to parents when opportunity arises with more confidence.</p>	<p>PE Assessments to take place for each sport/topic that is taught with the PE Specialist.</p>			<p>Class teachers involvement in PE curriculum has increased by placing all chn in their class according to the learning objectives of each session. Giving the class teacher a better insight into the capabilities of each child, impacting the children on knowing what is required to progress each session and over the course of a year</p>
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>Introduction of assessment booklet</p> <p>Mandatory for class teacher to lead one lesson each half term.</p>	<p>Assessment booklet gives the class teacher an invaluable purpose when present in the lesson whilst sports specialist leads.</p>	<p>Continue the Hire of Sports Specialist working in school.</p>	<p>Sports Specialist supported by PE Funding and Pupil Premium Funding</p>	<p>Questionnaire issued to staff at the end of autumn term, feedback was that receiving the planning in paper form with the assessment booklet was preferred and gave the class teacher more understanding of which</p>

	Focus on class teacher CPD – challenge for all.	Teachers choose lesson to lead at beginning of half term. Lesson is assessed by sport specialist and feedback given. Focus points given after each half term, to improve next time leading.			<p>direction the class was heading regarding objectives.</p> <p>Having class teacher delivery in place cements the teachers involvement in PE delivery. The chn enjoy responding to two adult during the session and enjoy seeing a united front of two adults delivering sport capably. Impacts the teacher with points to improve on each half term raising the standard of teaching the chn receive.</p> <p>Teachers voice indicated change in format of assessment booklet using class list, now all children can be assessed during each lesson. Highlighting the areas of weakness for every child and impacting the tailored coaching they can receive.</p>
	Upskilling staff	<p>Section in assessment booklet for teacher to make notes on any new information to retain i.e drills, exercises, adaptations for challenge, recording attendance in PE lessons and keeping record of correct kit.</p> <p>Play leaders for break and lunchtimes and middays receive PE CPD verbally and through emails</p>			<p>Giving the staff a bank of knowledge of different games and activities, the knowledge to adapt session in accordance with ability, EAL and SEN impacts the teaching the chn receive. Through this wide range of sports our children become physically literate and well rounded socially and emotionally. Further instilling the PE key drivers of resilience, respect for rules, collaborating with others and emotional awareness.</p>
4. broader experience of a range of sports and activities offered to all pupils	Sheriff's challenge, personal best challenges and intra school competition within fundraiser	Class teacher takes class out to run the Sheriff's challenge minimum 3 of times per week. Class runs laps on playground until half of the class has slowed to a walking pace –	The Sport Specialist will also run a variety of extracurricular clubs so the money spent on Sport Specialist will also be part of the cost see outcome 3 for this.	Money from PE Specialist also included in the after school charge.	<p>Pupils will have been exposed to new and exciting experiences.</p> <p>Pupils will feel inspired to try new sports outside of school hours.</p>

		Records number of laps, logged on whiteboards.			-Pupils will become more engaged with learning and participating in sport. Improved Behaviour percentage: ?
5. increased participation in competitive sport And Pupil Leadership across School.	Sheriff's challenge, personal best challenges and intra school competition within fundraiser -Competition for the first two terms is on pause, alternative Summer sporting superstars. Summer term inter school competition to begin.	Opportunities for pupils to compete against themselves throughout lunchtimes, PE lesson, Sheriff's challenge, fundraisers and the annual Sports Days.	-Entries into competitions (summer term) -Travel to and from each competition.	Why Nott Sports competition entry = £45 - Mini Bus bookings = £180.00 - Ellis Guilford 2019/20 Sports event = £120	Sheriff's challenge data Please see Attached sheriff's challenge data analysis.
	Intra school competition	Competition for the first two terms is on pause, alternative Summer sporting superstars. External coaching staff come in and record personal best scores for our chn and compare overall school scores to other schools across Nottingham city school sport competitions. Summer term inter school competition to begin.			-Pupils will have gained valuable experience when competing against others learning how to win and lose effectively, alongside PE key drivers -Pupils to have learned a variety of techniques and skills in the lead up to competitions. -Pupils will enhance their knowledge on a variety of sports.
	Sport Ambassadors	Regular meetings to discuss how idea's for lunchtimes/ breaktimes can raise participation in sport.			Sports Ambassadors will have gained confidence in leading and officiating small groups of children. -Sports Ambassadors will have inspired many other pupils to lead healthy and active lifestyles. -Sports Ambassadors to continue in the role and help the new Sports Ambassadors the next academic

					year – new Sports Ambassadors trained.
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