



Robin Hood Primary School –



PE and School Sport Action Plan & IMPACT REPORT 2021-22

The government has provided additional funding to improve the provision of physical education (PE) and sport in primary schools. Schools must spend the funding on improving the quality of the PE and sports activities they offer, so that all pupils develop healthy and active lifestyles. Since September 2013, schools have been held to account over how they spend their additional funding. Ofsted have strengthened the coverage of PE and sport within the 'Inspectors Handbook' and chief medical officers' guidelines, so that both schools and inspectors know how PE and sport is assessed as part of the school's overall provision.

Robin Hood Primary School Overall Intent for PE and Sport: Vision Statement

The PE Curriculum at Robin Hood Primary School aims to inspire pupils to love Physical Activity and sport. Through our Learning Charter we aim to **Nurture** pupil's **confidence** and **resilience**, and have a **passion** to be the best they can be! We aim for our pupils to leave year 6 **Physically Literate** and be ready for the next level of learning. Physical Literacy is the fundamental ability to competently move with confidence in a variety of physical activities and sports situations. Being physically literate helps benefit the healthy development of a whole child who enjoys Physical activity and sport for the long term not the short. As well as being Physically Literate we want our pupils to be well rounded individuals, this means not just teaching pupils the Physical side to the curriculum. Through regular Assessment and a link to our school Learning Charter Values we believe this will be achieved. Lastly, we want our **pupils, parents and wider community** to develop an understanding of **leading healthy and active lifestyles**, and to make healthy choices. We will strive to **support and nurture** children's **wellbeing** to ensure they are happy and thriving not only in our school environment but also out in the wider community.

Robin Hood Primary School Funding Allocation:

Total number of pupils on roll	500
Number of pupils eligible for funding <i>Allocations for the academic year 2020/21 are calculated using the number of pupils in Years 1 to 6.</i>	357
Lump sum allocation <i>Schools with 17 or more eligible pupils receive £16,000</i>	£16,000
Supplemental amount of funding received per pupil <i>Schools receive an additional payment of £10 per eligible pupil</i>	£ 3570
Total amount of funding received	£19570

National Curriculum Requirements for Swimming and Water Safety:

Current Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25m:	11.5% of pupils could swim based on 2020-21 data this is an increase in 37%	48.5 % of class 45% National (2018 swim England data in deprived areas)
Current Year 6 cohort who can use a range of strokes effectively See above		48.5% of class
Current Year 6 cohort who can perform safe self-rescue in different water-based situations: See above		100% of class

Area of Focus (<i>the 5 key indicators outlined by AfPE & YST</i>)	Actions (<i>identified to improve provision in each area</i>)	Funding (<i>breakdown of how much will be spent on each action</i>)	Impact (<i>the difference the funding will make</i>)	Evidence (<i>sources which end of year evaluations will be based on</i>)	Sustainability (<i>long lasting improvements, the spends will bring about</i>)
KPI 1) The engagement of all pupils in regular physical activity	a) Engage pupils in a variety of Extra Curricular activities.	Relates to KPI 3a All clubs were facilitated in school free of charge to pupils.	Pupils will gain confidence and learn new skills from each club.	Mr Gray will keep a record on a spreadsheet of how many pupils attend our After-School clubs. Mr Gray will also make notes on pupils who are regulars and will try to signpost as many pupils to clubs outside of school.	Pupils have a love of sport and physical activity. Pupils enjoy and want to take part in regular physical activity outside of the school day including after school.
	Evidencing the impact of KPI 1a	As there were no % data of pupils accessing Extra-Curricular clubs in 2020-21, we are pleased to announce we were able to offer a variety of extra-curricular clubs. We offered weekly Dance, Kickboxing, Multi Sport & Wellbeing clubs. We had over 35% of our cohort take part from year 1-6 on a weekly basis. We hope to improve this in the 2021-22 Academic year with hopefully a broader range of clubs to offer too!			
	b) Engage the whole school in New travel Tracker – WOW Project	Relates to KPI 3a	Physical activity levels throughout the whole school increase massively through regular participation in this challenge. Pupils will enjoy walking scooting and biking to and from school.	Mr Gray to monitor and record impact at the end of the year based on participation and pupil/parental feedback at the end of the school year.	Pupils throughout the whole school continue to engage with the WOW project and continue to enjoy coming to school in a healthier way. Less cars on the road and the hope getting to and from school is a lot safer.
	Evidencing the impact of KPI 1b	We trialled a new Travel Tracker this school year in what was called the WOW Project. This was to promote pupils to have a healthier start and end to the day and be more aware of the benefits of walking, biking and scooting to school. This was a huge success with every child in school having the opportunity to access the travel tracker, we had over 700 badges earned throughout the year. We increased the school leadership with pupils having the opportunity to lead on the Travel Tracker to log how pupils get to and from school on a daily basis! We will be continuing this in the 2022-23 school year!			
	C) Purchase PE/Break time equipment for pupils to access throughout break and lunch times to help with our Physical Activity levels to remain high.	£200	Pupils have a constant supply of equipment to ensure physical activity levels remain high throughout the school day.	Pupils improve their Physical Literacy which links to our school PE Vision for pupils at our school. Pupil feedback.	Pupils continue to love to move and play throughout the school day. Pupils have the opportunity to work on communication, teamwork

					and other areas of our learning charter values such as respect, challenge through play.
	Evidencing the impact of KPI 1c	Further investments have been made to the KS1 & KS2 Playground to ensure that our playgrounds are physically active throughout the day to ensure we offer an opportunity for all pupils to be active for an extra 30 minutes a day. Pupils have the opportunity to take part in Skipping, Hula Hooping, Swing ball, Football, Basketball, Table Tennis & Cricket.			
	D) Sports Ambassadors to run small games and activities for KS1 Pupils	Relates to KPI 3a	Older pupils create the right environment for younger pupils to thrive! Younger pupils see the older pupils as role models!	Mr Gray to collate feedback from Sports Ambassadors, School MDS & Participating pupils	Younger pupils continue to love to move and play throughout the school day. Pupils have the opportunity to work on communication, teamwork and other areas of our learning charter values such as respect, challenge through play.
	Evidencing the impact of KPI 1d	Due to the change in Lunchtimes and timings, this was not able to happen, we hope a slight change in timetable later in the school year 2022-23 will help this happen again soon.			

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KPI 2) The profile of PE and sport being raised across the school as a tool for whole-school improvement	a) PE and sport are promoted every week in school and to the community.	Relates to KPI 3a	PE and sport successes are celebrated weekly in assemblies, leading to increased levels of confidence and an increase in participation in PE and physical activity.	Tweets, assemblies, Clips Videos & Marvellous Me. These are visual impacts seen by Pupils, Parents and the community. Photos and information uploaded to the school website.	Continued organisation of celebration on a weekly basis will lead to even greater numbers of pupils developing their confidence and motivation and love of Sport and physical activity.
	Evidence the impact of KPI 2a	Not as consistent as we would have liked, however pupils could see Videos, Pictures, Tweets, information on Newsletters and information provided in assemblies to promote the love of sport and physical activity at Robin Hood Primary School.			
	b) Complete school games self-review tool.	Relates to KPI 3a	Taking part in the review tool will allow us as a school to help develop PE and Physical Activity further in school.	The review tool will be saved and revised to develop action plans to improve key areas of development, and to ensure PE and Physical activity is the best it can be and is	Taking part in the self-review tool not only helps the continued development of PE & Physical activity, the tool will also ensure gaps are closed due to provision lost from the

				ever improving at Robin Hood Primary School.	pandemic and the school closures.
	Evidence the impact of KPI 2b	The self-review tool has allowed us as a school to recognise areas of excellence and areas to focus on for the future. We have drawn up an action plan to ensure the profile of Sport and Physical activity is always at the forefront of Robin Hood Primary School. This also allows us to continue the work towards achieving a GOLD in the School Games Kitemark at the end of the school year.			
	c) Purchase New PE Equipment to enhance the provision of PE Across School including a new basketball kit.	£400	The equipment will allow for higher quality PE lessons allowing for good differentiation to meet the needs of all learners. New kit will ensure the team look professional.	PE Equipment audit to be completed to show what equipment we do have and needed for the future.	Pupils will have the opportunity to take part in lessons that have equipment that is usable, adds value to each lesson and allow pupils the opportunity to be creative. This helps pupils develop and improve their physical, cognitive and social skills.
	Evidence the impact of KPI 2c	The extra equipment ensures sustainability of the Sports Premium Funding. The equipment has allowed pupils to refine techniques and has certainly allowed creativity to planning based on teaching feedback and pupils have enjoyed having individual time with the equipment.			

	Evidence the impact of KPI 2d	
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KPI 3) Increased confidence, knowledge and skills of all staff in teaching PE and sport	a) Continue to invest in PE Sports Specialist working full time in school.	£17,580	Staff's confidence and competence in delivery of PE increases, meaning pupils experience higher quality lessons. Staff are willing and able to deliver lessons if Mr Gray is unavailable.	Teachers will complete an end of year questionnaire based around competency of teaching PE in a variety of subjects.	Pupils are provided with consistently high-quality PE; with teachers delivering lessons independently/ without needing the support of Mr Gray.
	Evidence the impact of KPI 3a	This is a yearly ongoing process with teacher's team teaching with the PE Specialist throughout each academic year. It is clear to see more teachers have built up knowledge and confidence to teach a variety of topics in Physical education with the PE Specialist and on their own. Continue to develop and implement the schools new Head, Heart & Hands development programme In school to ensure we develop a whole child approach.			

	b) PE Specialist to attend the PE Conference	£50	The PE Specialist will gain valuable knowledge to further enhance the skills and knowledge. This knowledge and skillset can then help the school further develop the subject of PE.	Course Evaluations and knowledge gained from the day to be implemented in school.	Based on activities implemented in school from the conference will increase the depth of PESSPA year on year.
	Evidence the Impact of KPI 3b	Mr Gray was able to attend the PE Conference for 2021-22. This gave opportunities to reflect on current practice and what we already offer, and allowed opportunities to explore other avenues in the near future. Based on 2021-22, Mr Gray has been able to purchase extra equipment to ensure pupils are more active at Lunchtimes to ensure more movement and physical activity in school, build on community links with a new Kickboxing club starting on 2022-23, continue to implement a wide offer of curriculum subjects to ensure pupils are physically literate by the time they leave primary school. Looking into next year opportunities to build on community links and engage more pupils in extra curricular activities.			
	c) Implement further the Head, Heart & Hands PE Vision in school and new Brick wall assessment process.	Relates to KPI 3a	Staff value the CPD, invest and buy into the process of developing well rounded pupils that can link to other areas of the curriculum.	Pupil & Staff Feedback based on the impact of teaching and pupil participation & knowledge of head, heart & hand approach to PE. Visuals to see pupil progress year on year, making it easier to spot gaps and hopefully close gaps for all pupils.	Staff find assessing pupils in PE easier than ever with the bricks, this is also common protocol in school with other areas of the curriculum. Pupils will hopefully see the process to help develop them as a whole child rather than just the physical.
	Evidence the impact of KPI 3c	The Head, Heart and Hands PE model that started to be implemented in 2020-21 is now taking shape, pupils understand the meaning of Head, Heart and Hands and can now start to refer how they link with lessons based on learning objectives. Thus, in turn has helped with regular Formative assessment procedure that now links to the schools PE Learning Journeys and brick wall assessment format. In school year 2022-23 we will look at the data of increase in pupils achieving higher standards and look to implement some statistics based on Year on Year assessment data regarding pupils either meeting expected standards or not. Staff are learning the language and culture of what we are trying to achieve in PE as a whole school project to develop the whole child and not just physical skills.			

	Evidence the Impact of KPI 3d	

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KPI 4) Broader experience of a range of sports and activities offered to all pupils	a) Run bike ability sessions for year 6 pupils	£180	Our oldest pupils receive high quality cycling instruction, which helps them develop confidence and competence in biking confidently out on the road safely.	Written feedback from Bike ability instructor. Pupil questionnaire, focusing on how proficient & confident they became at riding a bike.	Pupils receive a positive experience of riding a bike out on the road, leading to future engagement with cycling and other forms of active travel, this will relate to our WOW Travel tracker project.

	Evidence the Impact of KPI 4a	This was our most popular year to date and linked really nicely with our Travel Tracker, we had a total of 30 pupils (50% increase) overall took part in level 1 with a successful 24 pupils earning a level 2 badge. The feedback from Bikeability was brilliant based on pupil behaviour and engagement. Most of the pupils stated they fully enjoyed the course and would recommend to the new set of year 6 in 2022-23. We also feel Bikeability really embeds part of our active travel scheme. We will be having Bikeability again next year and have signed up to the Wow project for a second year which helps improve safe travel to and from school.			
	b) Provide Enrichment days in school - Chance 2 Shine Cricket sessions for EYFS & KS1 classes (led by a Trent Bridge coach). & Tennis Roadshow	Relates to KPI 3a	EYFS, Y1 & Y2 pupils experience a new and unfamiliar game within the curriculum; developing character skills, as well as striking and fielding skills & Net and Wall Skills.	Feedback from teachers and Chance to shine coaches focusing on respect and fair play. Pupils will have made progress as a result of learning to play cricket and Tennis learning the values from above. Feedback from Chance 2 Shine coaches & Tennis Roadshow coaches.	Pupils develop a passion for cricket & Tennis and seek future opportunities to take part in this game, including at local All Stars Cricket Centres & Tennis Centres throughout Nottingham.
	Evidence the Impact of KPI 4b	Just like last year, Chance to Shine & LTA has once again offered a free curriculum programme to engage more pupils to want to play Cricket. We gave this opportunity to our Year 1&2 pupils who thoroughly enjoyed the sessions. These sessions help with pupils' transition towards a more sport-based approach in year 5&6.			
	c) offer different sports after school clubs such as Gymnastics, Fencing, Flag Football, Korfball & Thai Boxing provided by UoN & PE Sports Specialist.	Relates to KPI 3a	KS1 & KS2 Pupils are provided with an opportunity to try a new sport they may not have had a go at before.	% of more pupils accessing extra-curricular clubs all data will be recorded on a spreadsheet. Gain valuable feedback from pupils in PE Questionnaires.	Pupils develop a passion for trying as many sports as they possibly can in primary school in the hope they seek future opportunities to take part in sports outside of the school setting.
	Evidence the Impact of KPI 4c	Unfortunately, we were not able to offer fencing, Flag Football, Korf ball or Thai Boxing due to external providers cancelling due to various reasons. This did not allow a full % of pupils accessing a variety of different sports. We will review and implement a new strategy in 2022-23.			

	d) Inspire pupils to try a new sport in the form of Kickboxing.	£500	Inspire targeted pupils to engage in a new sport in the form of boxing. Also, the pupils have the opportunity to earn a RED BELT, pupils can hopefully continue the journey outside of school.	Attendance on will be recorded on taking part spreadsheet, monitoring of pupils taking part. Feedback from pupils.	The targeted pupils enjoy taking part in more physical activity, and would expect to see this throughout their time in primary school and potentially moving into secondary school.
	Evidence the Impact of KPI 4d	This was a real success! We had 20 pupils in year 5/6 take part in a Kickboxing club and 20 pupils in year 3/4. This club was led by an external Kickboxing club BKS. 43% of these pupils all achieved a Red Belt with a further 10% of the pupils now taken up Kickboxing on a regular basis outside of school. Due to the success of the club BKS will now run a Satellite school to offer pupils the opportunity of weekly kickboxing sessions for our pupils and community.			

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KPI 5) Increased participation in competitive sport	a) Year 3 to take part in Inter year group Kurling competition led by SGO's.	Relates to KPI 3a	Pupils in Year 3 will have had the opportunity to take part in a friendly competition against each other. This allows pupils to experience winning/losing and develop key skills socially/emotionally and physically whilst also enjoying a sport that isn't in our curriculum plan.	Pictures/videos of the event on the school website for the community to see. Feedback from staff and pupils.	Pupils develop a love for Physical activity and sport in school in the hope this can be replicated outside of school and enjoy a long sporting journey.
	Evidencing the impact of KPI 5a	Our Year 3 cohort had the opportunity to take part in an inter year group competition competing against one another within the year group. This was done through the means of Kurling, this is a sport that not many of our students had taken part in before. This means for us as a school there was an increased benefit as pupils not only had the opportunity to compete against each, the year group were having an opportunity to play a sport they have not experienced before. 100% of the pupils enjoyed the experience and would love to play again.			

	b) Year 6 to take part in the Me vs Me challenge led by our SGO's & School Sports Ambassadors.	Relates to KPI 3a	Pupils in Year 5 will have had the opportunity to take part in a friendly competition against each other. This allows pupils to experience winning/losing and develop key skills socially/emotionally and physically Pupils may also get the opportunity to compete against themselves and beat any score they achieved in the set of activities first time round. Our Sports Ambassadors also develop and hone in on their leadership skills.	Pictures/videos of the event on the school website for the community to see. Feedback from staff and pupils.	Pupils develop a love for Physical activity and sport in school in the hope this can be replicated outside of school and enjoy a long sporting journey. Sports Ambassadors develop confidence in leading activities.
	Evidencing the impact of KPI 5b	Our Year 5 cohort had the opportunity to take part in an inter year group competition competing against themselves in a personal best challenge. Pupils had the opportunity to take part in a variety of activities to earn personal scores, their personal scores would also go towards a team score. It was a great opportunity to manage feelings and emotions of winning and losing and an opportunity to show resilience. The feedback from pupils and staff were very positive, we will be teaming up with our SGO to ensure we can do this again with other year groups but led by our Sports Ambassadors not the SGO.			
	c)The whole school to take part in a sports day that allows competition against each other again led by some Sports Ambassadors for the younger pupils.	Relates to KPI 3a	All pupils across school will be split into teams to take part in competition against others. Pupils have all the excitement as of a sports day and allow all pupils to feel part of a team.	Pictures/videos of the event on the school website for the community to see. Feedback from staff and pupils	Pupils develop a love for Physical activity and sport in school in the hope this can be replicated outside of school and enjoy a long sporting journey. Pupils will also learn the values of the Olympic games which stems back to the legacy of the 2012 Olympics and the reason the sports premium money came about.
	Evidencing the impact of KPI 5c	Original Sports day resumed! Pupils were able to compete against one another based in their Sports House Teams. Pupils took part in various ATHLETIC Themed activities competing against each other and were able to showcase their skills to parents and the community. It was brilliant to have the whole school socialise together and generate a real team spirit with both adults and children, celebrating sport in our school.			

	d) Pupils across school to participate in the upcoming SGO Competitions and Festivals, School Football competitions and basketball rallies	£20 per team x 10 = £200 + £75 for basketball + £40 for football competitions – Total = £315	To ensure a high % of pupils are given the opportunity to take part in a variety of out of school competitive, festivals and inclusive events including SEND Pupils.	Evidence will show that we have entered as many of the festivals and competitions as possible with photos, reports and feedback given in weekly assemblies.	Pupils gain confidence from competing in such events, leading to more pupils playing competitive sports outside of school, or just wanting to take the opportunity to take part in sport outside of school life. G&T Pupils have the opportunity to showcase skills in such events. SEND Pupils gain confidence, feel part of a team and have opportunities they may not usually get!
	Evidencing the impact of KPI 5d	We finally were able to enter competitions and festivals and give some pupils an opportunity to compete and showcase their talents in a variety of sports. We were very successful in our Athletics competitions winning both the year 5 & 6 Quadkids competitions winning Gold Medals and had the privilege to take our Year 5 pupils to the County Finals. SEND pupils were also given the opportunity to compete and enjoy collaborating in our annual Boccia Festival. Whilst our most popular sport in school football, we had many pupils represent both the boys and girls' teams. They also did really well in the Nottingham Forest cup competitions.			

Area of Focus (other indicator identified by the school)	Actions (identified to improve provision in each area)	Funding (breakdown of how much will be spent on each action)	Impact (the difference the funding has made /will make)	Evidence (sources which end of year evaluations will be based on)	Sustainability (long lasting improvements, the spends will bring about)
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**KPI 6) Additional
School Swimming**

**Evidencing the impact of KPI
6a:**

N/A