



Robin Hood Primary School –



PE and School Sport Action Plan & IMPACT REPORT 2020-21

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: Year 3 went swimming in Summer term 2, only a class of 30 were able to go due to COVID-19		30 % of class
Current Year 6 cohort who can use a range of strokes effectively See above		47 % of class
Current Year 6 cohort who can perform safe self-rescue in different water-based situations: See above		47 % of class

Area of Focus (the 5 key indicators outlined by AfPE & YST)	Actions (identified to improve provision in each area)	Funding (breakdown of how much will be spent on each action)	Impact (the difference the funding will make)	Evidence (sources which end of year evaluations will be based on)	Sustainability (long lasting improvements, the spends will bring about)
KPI 1) The engagement of all pupils in regular physical activity	a) Engage pupils in a variety of Extra Curricular activities.	Free. All clubs were facilitated in school free of charge to pupils.	Pupils will gain confidence and learn new skills from each club. Pupils will	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	Once again due to the pandemic we have been unable to show an increase in % of pupils accessing After school sports clubs for the academic year 2020-21. We have been able to offer a variety of after school clubs to pupils when it was safe and recommended to do so. Moving forward into next school year there will be lots of opportunities for our pupils to access many after school sports clubs including a community parent and pupils active after school club starting in the academic 2021-22 school year.			
	b) Engage the whole school in Nottingham City 'Sheriffs Challenge'.	Free	Physical activity levels throughout the whole school increase massively through regular participation in this challenge.	Sheriff's Challenge Leader Board School target to reach the top 5 on the leader board. Sheriff's Challenge Leader Board (school target to reach 10,000 miles by the end of the school year.	Pupils throughout the whole school continue to engage with the 'Sheriff's Challenge' and continue to increase fitness year on year.
	Evidencing the impact of KPI 1b	Pupils at Robin Hood were challenged at the start of the school year to finish in the top 5 leader board in what is a virtual competition against other schools. As a school we have recognised that many pupils may not have kept as active as they should be when not in school. So, upon the return to school we have allowed classes an extra 15-minute physical activity time to be used in the afternoon. This has had a greater impact in more classes taking part in the Sheriffs Challenge. Pupils have enjoyed running and regaining their fitness. This impact has also been proven with us finishing runners up in the competition out of 27 schools. A fantastic achievement and one that the pupils are proud of! We will look forward to competing again next school year and even go one better to become champions maybe?			

	c) Notts County to deliver +Sport Move and Learn project to both Y5 classes.	Free (funded by Kinder)	+Sport, Move and Learn programme will encourage physical activity whilst promoting nutritional education and engage pupils in the importance of a healthy diet and leading active lifestyle.	Notts County will provide Y5 teacher evaluation forms. Y5 pupils will take part in surveys both pre and post programme these evaluations will help gauge knowledge to see if there has been a change in attitude throughout the programme.	Y5 pupils will continue to eat healthily will have broad knowledge on what a balanced diet is and will eat in moderate quantities whilst having a more conscious effort in taking part on regular physical activity.
	Evidencing the impact of KPI 1c	Notts County came into school in the Summer Term to deliver their +Sport, Move and Learn programme, however due to COVID 19 this was cut short with isolations and staff shortages within Notts County. Time ran out at the end of term to fulfil the programme. Surveys were not completed following post programme so has been difficult to evidence the engagement and evaluation of the project. We hope to have Notts County in again next academic school year in the hope that we can have a successful delivered programme with evidence and progress being shown from start to finish.			
	d) Supply break time equipment for all year group bubbles based in school.	£405.58 Variety of equipment put into boxes	The equipment supplied will promote all pupils in year group bubbles to engage in physical activity during break and lunch times.	Pupils will take an end of year questionnaire to ensure they have been happy with the equipment provided and suggestions for future equipment.	Pupils will take part and enjoy regular physical activity as part of the 60-minute daily activity achievement for all pupils.
	Evidencing the impact of KPI 1d	The break time equipment for all year group bubbles have been a great success, based on pupil questionnaires over 90% of pupils have enjoyed the bubble playtime equipment available to them. We plan over the next school year to again invest in more equipment to ensure that physical activity is at the heart of our break and lunch times for all pupils. Due to the % of pupils enjoying the equipment also shows an increase of pupils engaging in physical activity, we have found more and more children have really enjoyed the skipping ropes with more children able to skip especially in lower school.			
	e) Implement 15-minute afternoon physical activity breaks.	Free	Pupils are given the opportunity to have a structured physical activity break time everyday of the week to help embed and build a love for moving and keeping active during the school day.	See 1d above, a questionnaire will link the both together to gain the opinions of the pupils and the success and improvements of both the equipment and the extra break in school.	Pupils will take part and enjoy regular physical activity as part of the 60-minute daily activity achievement for all pupils. Pupils have the opportunity to develop social skills through play. Especially as the pandemic has played a

					massive part in pupils missing valuable time with their peers.
	Evidencing the impact of KPI 1e:	The extra break time of physical activity for all year groups in the afternoon has made a massive impact on our pupils mental and physical well-being. The break times have encouraged all pupils to be active through structured play, Robin Hood Mile (Sheriffs Challenge) or selection of activities. These extra physical activity breaks have ensured we are meeting the chief medical officer recommended 30 minutes in school physical activity for all pupils. We found based on the questionnaires that over 100% of pupils have enjoyed the extra breaks, based on this success we have decided to ensure these are a permanent feature in our school timetable Across the whole school.			

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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.	Free	PE and sport successes are celebrated weekly in virtual 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	Even though we have not had physical assemblies for most part of the school year we have still promoted physical activity and school sport across our school and community. We have done this through lots of photos and videos via our website and of course through our virtual videoed assemblies. Links to these photos and videos have been sent to our school community and all pupils have had the opportunity to watch these videos on a weekly basis.			
	b) Complete school games self-review tool.	Free	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 ever improving at Robin Hood Primary School.	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 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.			
	c) Develop Fit bags for pupils to take home and practice PE style activities with families.	£100	The expenditure will help promote physical activity and PE not only in school but also at home too. This will allow parents and carers to have more of an understanding of how their child will be developing physically, Cognitively and Socially.	Questionnaire will be given to trialists based on how they feel about the resource and to give opinions based on how the bag has helped at home.	Pupils and parents will be more active together to help build a love of physical activity in the home as a family. Allows parents to have a better understanding of the importance of PE and Physical activity and why children should leave school physically literate.

	Evidence the impact of KPI 2c	We trailed the Fit-bag with a member of our community and pupil. Based on the feedback of our questionnaire they have really enjoyed creating and taking part in the activities provided with the equipment. They have found the bag easy to use and allow opportunities of creativity. The fit-bag produces increased physical activity in the home which is one of the soles purposes of the bag. We will trial the bag with a specific targeted year group for the 2021-22 academic year. If this is a success then there will be scope to roll out to the whole school.			
	d) Purchase New PE Equipment to enhance the provision of PE Across School.	£304.41	The equipment will allow for higher quality PE lessons allowing for good differentiation to meet the needs of all learners.	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 2d	The extra equipment ensure 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.			

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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.	£17580.01	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. Due to COVID 19 questionnaires have been put on hold until 2021-22 academic year. What 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. Based on the project going forward teachers will identify specific weaknesses to improve on for future teaching, and will start to identify ways to assess pupils in PE when not team teaching with the PE Specialist.			
	b) PE Specialist to attend the Level 5 PE specialism award.	£1000	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.	On completion of the award a certification will be given to the PE Specialist as evidence of achieving the qualification. Other evidence will be shown through the variety essays and other documents to help complete the award.	The PE Specialist can provide further knowledge to school staff, this will allow the staff to have an increased knowledge that can be applied for the many years to come in their teaching ability of PE.
	Evidence the Impact of KPI 3b	The PE Specialist has successfully completed the Level 5 award, he is just awaiting on external accreditation. This course has allowed opportunity of reflection, the PE specialist has been able to improve his overall knowledge of the National Curriculum. The PE specialist has designed and implemented new ideas based on new knowledge from the course. These ideas include a new way of assessing in PE, a new curriculum map, lesson ideas and more. Assignments and overall coursework can be requested. Based from this course the PE Specialist will further enhance staff knowledge to help embed further progress the teaching of primary PE and School Sport at Robin Hood Primary School. .			
	c) Hire Notts County coaches in order to increase staff knowledge on Nutrition and Physical Literacy. This will be promoted through the Move and Learn Programme.	Free	Y5 staff's knowledge of Nutrition and physical literacy is increased and will be able to deliver more of these lesson through PSHE.	Y5 teacher evaluation forms, provided by Notts County.	Y5 pupils provided with consistently high-quality PE PSHE Sessions; with Y5 teachers delivering lessons based on newly found knowledge.

	Evidence the impact of KPI 3c	Relates to KPI 1c.			
	d) The PE Specialist to provide information during a staff meeting to enhance the knowledge of staff regarding PE updates.	Free	All staff will receive inhouse training and information based on any PE Updates. This will allow bust teachers to keep up to date on any new PE Data and visions for PE at Robin Hood Primary School.	Teachers will provide opinions and information in their end of year questionnaire/audit regarding any updates and CPD they receive.	Teachers are much more aware of policies, procedure and visions of PE within school. This will allow for a consistent approach to PE at Robin Hood Primary that achieves pupils receiving high quality PE & Physical Activity sessions across school. Teachers also feel more involved and understand what the PE Curriculum looks like across school.
	Evidence the Impact of KPI 3d	Based on the staff meeting staff have been provided a link to a Padlet. The Padlet has all the relevant information they need to keep up to date with all PE policies, and a vision of PE for upcoming years. Staff have also been informed on assessment strategies for the upcoming 2021-22 academic year. The PE Specialist will work closely with teacher to ensure they are aware and improve their kNowledge on assessment procedures in PE based on improving the WHOLE child approach.			

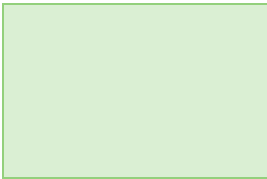
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KPI 4) Broader experience of a range of sports and activities offered to all pupils	a) Run bike ability sessions for year 6 pupils	£180	Our oldest pupils receive high quality cycling instruction, which helps them develop confidence and competence in 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.
	Evidence the Impact of KPI 4a	15 pupils overall took part in level 1 with a successful 12 pupils earning a level 2 badge.the feedback from Bikeability was brilliant based on pupil behaviour and engagement. The pupils stated they fully enjoyed the course and would recommend to the new set of year 6 in 2021-22. 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 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).	Free	EYFS, Y1 &Y2 pupils experience a new and unfamiliar game within the curriculum; developing character skills, as well as striking and fielding 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 learning the values from above. Feedback from Chance 2 Shine coaches.	Pupils develop a passion for cricket and seek future opportunities to take part in this game, including at local All Stars Cricket Centres.
	Evidence the Impact of KPI 4b	Just like last year, Chance to Shine 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. Feedback from the teachers were very positive also... as this year we allowed different teachers experience the programme, all teachers stated they would feel confident to teach the skills of cricket to future KS1 Class groups.			

	c) offer different sports after school clubs such as Gymnastics, Fencing, Flag Football, Korfbal & Thai Boxing provided by UoN & PE Sports Specialist.	Free	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 due to COVID we were unable to offer the variety of after school clubs we wanted to. This will be a key focus for us again in the next academic year 2021-22.			
	d) Inspire year 6 pupils to try a new sport in the form of boxing.	£ Used COVID Catch up fund for this! (Switch up programme to support and inspire pupils' interest in boxing)	Inspire targeted pupils to engage in a new sport in the form of boxing. Also, the switch up programme allows the opportunity to mentor targeted pupils to help behaviour both in and out of the classroom	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	We targeted certain year 6 individuals to ensure we could keep them engaged not only in the classroom but also as a focus for outside the classroom also. Due to the Coronavirus pandemic we felt certain individuals needed a boost with something a bit different. We felt the switch up programme was perfect, the engagement levels were actually really consistent and we felt the programme helped pupils with their emotional and physical well-being. Pupils agreed it was a fantastic programme with the opportunity to try something different. Over half the pupils stated they would like to continue with the boxing of sport outside of school. We have signposted those pupils to extra sessions outside of school.			

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KPI 5) Increased participation in competitive sport	a)	Year 5 to take part in Inter year group Kurling competition led by SGO's.	Free	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 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 5 cohort had the opportunity before the second lockdown to take part in an inter year group competition competing against one another within the year group. This was also 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 other in what has been a very strange year but also the whole group had an opportunity to play a sport they have not experienced before. 100% of the pupils enjoyed the experience and would love to play again. We will plan more Kurling for academic year 2021-22.			
	b)	Year 6 to take part in the Sporting Superstars challenge led by our SGO's.	FREE	Pupils in Year 6 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.	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 5b		Our Year 6 cohort had the opportunity after the second lockdown to take part in an inter year group competition competing against one another within the year group as well as compete against themselves in what will be a personal best. 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 virtual competitions against each other.	Free	All pupils across school will be split into teams to take part in competition against others whilst remaining in school bubbles. Pupils have all the excitement as if sports day would usually have 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	We were very fortunate to have the whole school take part in a Sports day this year. Unfortunately, due to Government guidance we were unable to allow parents on school site. The pupils loved the sports days and some valuable feedback came from pupils for us moving forwards. Pupils enjoyed taking part in 6 field events and ALL the races available, Sports days will now be competed in teams however instead of whole school we will only have phase groups come out. This will allow us to continue to offer all pupils to take part in every activity on offer, and allow for a smooth stress free and easy to run sports day for all our pupils.			
	d) Year 5&6 pupils to participate in the upcoming SGO Competitions and Festivals	Free	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.	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.
	Evidencing the impact of KPI 5d	Unfortunately, these festivals and competitions were cancelled due to COVID-19 and based on government guidance.			



Area of Focus <i>(other indicator identified by the school)</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 has made /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 6) Additional School Swimming					
	Evidencing the impact of KPI 6a:	N/A			