



# Russell Street School

## 2023/2024 Primary PE and Sports Premium

### DFE Guidelines

Schools must use the funding to make additional and sustainable improvements in the quality of their physical education, physical activity and sport.

This means that schools should use the premium to:

Develop or add to the PE, physical activity and sport that the school provides

Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools should use the premium to secure improvements in the following 5 key indicators:

- 1) increasing all staff's confidence, knowledge and skills in teaching PE and sport
- 2) increasing engagement of all pupils in regular physical activity and sport
- 3) raising the profile of PE and sport across the school, to support whole school improvement
- 4) offer a broader and more equal experience of a range of sports and physical activities to all pupils
- 5) increase participation in competitive sport

Rationale:

Russell Street School is committed to enabling all pupils to achieve to the best of their abilities. As well as adopting healthy lifestyles we want our pupils to enjoy, regularly participate in and reach the highest sporting performance level they are capable of.

We use a team of specialist coaches as well as school staff to support in the delivery of Physical Education and physical activity. We have developed a programme of activity that aims to provide:

- A balanced programme of Physical Education & Physical Activity
- A model which focuses on personal achievement and improves physical and mental health
- An extra-curricular programme including after school clubs and inter school fixtures
- A training programme to up skill teaching staff and to deliver high quality physical education in school (CPD during curriculum time delivery)
- Comprehensive assessment processes
- Progressive lesson plans for individual sports starting from EYFS

## Key priorities and Planning

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Improve the quality of PE delivery by staff across the school by bringing in a Sports Coach to support PE lessons and build the knowledge and confidence of staff. Sports coaches will work alongside school staff to ensure maximum engagement in lessons.</p>	<p>Key Stage One Staff:</p> <ul style="list-style-type: none"> <li>- A Sports Coach to work in school 2 afternoons per week, alongside all staff to develop their PE knowledge and increase their confidence in teaching PE.</li> </ul>	<p><i>Key indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport.</i></p>	<ol style="list-style-type: none"> <li>1. Improved physical development of all children.</li> <li>2. Staff feel more confident to deliver PE lessons.</li> <li>3. Staff have gained knowledge and feel more confident to deliver PE lessons.</li> <li>4. More consistent approach to delivering P.E. across the school.</li> </ol> <p>Sustainability: Sports Coaches will continue to work in school to develop the skills of staff.</p>	<p>COSTS: 2 x pm sessions per week, 38 weeks per year. <b>Cost: £6,840</b></p>
Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Encourage greater levels of physical activity, empowering children to make positive healthy lifestyle choices:</p> <ul style="list-style-type: none"> <li>- Ensure all children are exercising daily (active break &amp; lunch).</li> <li>- Increase the engagement of pupils in regular physical activity – 2 hours of PE lessons weekly.</li> <li>- Sustain engagement of children in physical activity by ensuring there is enough equipment for PE and playtimes to engage all pupils in regular activity.</li> </ul>	<p>All children:</p> <ul style="list-style-type: none"> <li>- Active break within the classroom, as well as active lunchtimes taught by a Sports Coach.</li> <li>- Timetables altered to ensure two hours of PE are taught weekly.</li> </ul>	<p><i>Key indicator 2: Increasing engagement of all pupils in regular physical activity and sport.</i></p>	<ol style="list-style-type: none"> <li>1. Increased access to and involvement in physical activities during lunchtime. Therefore, increased daily activity.</li> <li>2. Positive attitudes towards health and fitness have developed as well as social and emotional well-being through physical activity.</li> <li>3. Pupils concentration and coordination has improved.</li> <li>4. Pupils stamina has improved.</li> <li>5. Previously non-active children are more active.</li> </ol> <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>- Active classroom breaks and sports coaches leading lunch clubs to continue.</li> </ul> <p>2 hours of P.E. weekly to continue.</p>	<p>Lunch Club taught by Sports Coach: <b>Cost: £3,515</b></p> <p>Equipment: funded through school.</p>

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Improve social skills, behavioural development and academic achievement through access to broadened and improved physical education and activity provision, leading to increased health and well-being of children.</p> <p>Develop Forest School and our science garden to establish key values of teamwork, resilience and perseverance.</p> <p>Children to understand the benefits of healthy eating and exercise as part of our PHSE learning using Jigsaw.</p>	<p>All children:</p> <ul style="list-style-type: none"> <li>- Purchase key resources for staff to use to teach Forest School ensuring all children have increased outdoor activity.</li> <li>Use of Jigsaw to promote healthy and active lifestyles.</li> </ul>	<p><i>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.</i></p>	<p>Increased engagement in lessons and focus has been noted. Social skills have improved. There has been increased levels of independence and self-control.</p> <p>During sports day, all children took part in at least 6 track events.</p> <p>All children in school accessed the Jigsaw programme and understand the benefits of healthy eating and exercise.</p>	<p><b>Costs:</b>            Forest School <b>£6034.77</b>            Science Garden <b>£190</b>            Jigsaw <b>£530</b></p>
Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>A wide range of after school clubs to be offered.</p> <p>Disadvantaged pupils to be targeted to attend clubs.</p>	<p>Clubs on offer:</p> <ul style="list-style-type: none"> <li>Multi Sports</li> <li>Dodgeball</li> <li>Football</li> <li>Summer Sports</li> <li>Irish Dancing</li> </ul>	<p><i>Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</i></p>	<p>Pupils taking part have developed their skills in a range of sports and have seen their confidence and self-esteem grow.</p> <p>Availability for 20 pupils per club.            Arrangement for 4x PP places per club.</p>	<p><b>Cost:</b>  <b>£ 0</b></p>
Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Raise the profile of Sports Day, therefore raising the profile of school sports and physical activity by holding a cross phase sports day using specialist sports coaches to support.</p> <p>Sports Day equipment to be purchased.</p>	<ul style="list-style-type: none"> <li>- Work with the junior school and secondary school Sports Leaders to ensure all children take part in a wide variety of events (track and field) during Sports Day.</li> </ul>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p>Sports day to be held at the same time as the junior school on their field, demonstrating the increasing PE skills of older pupils to RSS pupils and the enjoyment of sport.</p> <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>- Sports Day to be repeated in this manner next academic year.</li> </ul>	<p><b>Cost:</b>            Sports Day <b>£117.41</b></p>

## Key achievements 2023-2024

Activity/Action	Impact	Comments (from staff)
<p><i>Key indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport.</i></p>	<p>100% of staff state that they are more confident in delivering a broad and balanced PE curriculum.</p> <p>Children voices during WOW were able to discuss the benefits of daily exercise and have said that they have improved confidence in PE.</p> <p>Staff feel supported in teaching specialist sports with correct technique. CPD from specialists creates a legacy of skilled staff in school.</p> <p>Assessments collected are accurate and live within the lesson, enabling staff to analyse data effectively and plan for future lessons accordingly.</p>	<p><i>Staff feel they have:</i></p> <ul style="list-style-type: none"> <li>• <i>Increased confidence in differentiating, when required.</i></li> <li>• <i>Greater ideas for warm-ups (what works and doesn't work).</i></li> <li>• <i>It's given me more ideas for teaching specific skills in smaller steps e.g. tennis</i></li> <li>• <i>Deeper understanding of progression when planning a unit of work e.g. ball skills.</i></li> <li>• <i>Better grasp of skills coverage and implementation of strategies for learning.</i></li> <li>• <i>How to structure a lesson, how to build the skills and knowledge through a series of lessons. How to ensure all children are engaged.</i></li> </ul>
<p><i>Key indicator 2: Increasing engagement of all pupils in regular physical activity and sport.</i></p>	<p>All children regardless of need, are able to take part in regular exercise, leading to a more active, healthy lifestyle.</p> <p>At break and lunchtimes, the children make full use of the wide range of resources and equipment so that they are encouraged to be physically active.</p>	<ul style="list-style-type: none"> <li>• <i>Having a coach at lunchtime has benefitted the children in having a mix of structured and non-structured activities. Often the coach has extended/embedded the learning in lessons to outside of the classroom - particularly ball skills.</i></li> <li>• <i>My class really enjoy &amp; need active breaks - we've been linking them to our learning e.g. Africa - Just Dance Waka Waka. The children's focus is better after active breaks.</i></li> <li>• <i>All children need regular opportunities for movement within the day, especially when transitioning between tasks and lessons. Active breaks have had a positive impact on engagement and readiness for learning, whilst keeping my class active.</i></li> <li>• <i>Lunch time sports coaches have encouraged children to continue their learning in PE in both independent and guided opportunities. This has given them more structure to their lunchtimes, and has promoted enjoyment of exercise.</i></li> <li>• <i>I feel that having a structured outdoor activity increases team work, cooperation and the children are less likely to present negative behaviours, and less first aid incidents.</i></li> </ul>
<p><i>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.</i></p>	<p>All children regardless of need, are able to participate successfully with PE and make progress as a result.</p> <p>Standards across the whole school are above national in every area.</p> <p>Year 1 - 90.74% at the expected PE standard</p>	<ul style="list-style-type: none"> <li>• <i>Children have spoken highly about Forest School this year and have shown engagement in these sessions. The outdoor experience has helped improve well-being and confidence. Year 2 have loved their experience of the Science garden and made links to their learning in science.</i></li> <li>• <i>The Forest School sessions have been popular with my class, especially making art work after collecting natural objects and the campfire</i></li> </ul>

	<p>Year 2 - 96% at the expected PE standard</p> <p>There has been a high engagement of younger pupils in a wide range of different types of physical activities.</p> <p>100% of children attended Forest School sessions</p>	<p><i>experiences which were new to some of them. They have had a positive impact on wellbeing and linked well with Art and Science work in the classroom.</i></p> <ul style="list-style-type: none"> <li><i>• My class have loved Forest School and working in the Science garden this year. It is obvious that they have taken great pride in growing produce and are all very keen to be involved in the process.</i></li> <li><i>• Forest School sessions have had a positive impact on children who have presented with low wellbeing levels this year. I have noticed the difference in certain pupils after these sessions and they are always excited to share their learning after the sessions.</i></li> <li><i>• Forest school is something which all children talk about, including the afterschool club opportunities. They look forward to it each week. The children have loved using the science garden this year- It is not yet fully up and running but each day they check what is growing, are surprised when they learn where their food comes from. They water and eat the food that they have grown- Parents say their children talk about what they have grown at home too.</i></li> </ul>
<p><i>Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</i></p>	<p>All children regardless of need, are able to participate successfully with PE and make progress as a result, leading to a more active, healthy lifestyle in later years.</p> <p>Children have been given the opportunity to experience a broader range of sports. Activities were offered to all children, and were fully inclusive regardless of needs.</p> <p>Out of the 100 children in KS1, 89 children accessed after school clubs. (We have more girls than boys in school)</p> <p>33 Boys 56 Girls 22 Vulnerable Group</p>	<ul style="list-style-type: none"> <li><i>• The After School clubs have proven very popular and we have been able to offer these to our PP children. They have been almost full each term. (Dodgeball 100% uptake).</i></li> <li><i>• They liked clubs being run by coaches they knew from PE lessons, especially the children who are more apprehensive about new things. PP parents and children were positive about the offer of clubs.</i></li> <li><i>• Children are always very enthusiastic about our after school clubs and keen to try out new things. Irish dancing has proven incredibly popular amongst the girls in my class, and a wide range of children have tried out the other sports clubs across the year.</i></li> <li><i>• All children respond positive to after school clubs. Music lessons and French have seemed to have had a big impact of the children that attend- increasing cultural capital.</i></li> </ul>
<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p>Children recognise their sporting accomplishments.</p> <p>Increase in positive sportsmanship around competitive sport.</p> <p>Engagement with PE and aspiration for PE sporting futures is high through iSafe.</p> <p>Children develop and increased growth mindset and resilience, which is applied more widely to learning in all subjects.</p>	<ul style="list-style-type: none"> <li><i>• Many parental comments saying what good role models the sports leaders were, how organised they were, how well behaved they were.</i></li> </ul>

	Sporting events during sports day enables all children to participate.	
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	Access to role models and memorable sporting experiences.	
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Sports Premium Received:

Actual spend: £17,227.18

Head Teacher:	<i>Dawn Robinson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Senior Leadership Team</i>
Governor:	<i>James Paull</i>
Date:	<i>17.7.24</i>