



## Sport Premium Plan 2019-20

Key achievements to date: <b>Academic Year 18-19</b>	Areas for further improvement and baseline evidence of need: <b>19-20</b>	
<ul style="list-style-type: none"> <li>- <b>Profile of PE raised with clear leadership</b>, insisting at least two sessions of quality PE (one led by trained external coach) for all classes. Improved staff knowledge for independent provision.</li> <li>- <b>Greater involvement in external competitions:</b> In addition to the ASSH football, Rounders and Athletics tournaments, Rusper bought entry into Horsham Sports Development tournaments:  <b>Tag Rugby</b> - 15 pupils / 15% of school cohort  <b>Horsham Dance Festival</b> - 14 pupils / 14% of school cohort  <b>Inclusion Sports</b> - 10 pupils / 10% of school cohort</li> <li>- <b>Greater range of sports available through clubs :</b>  <b>Dance</b> - 20 pupils / 20% of school cohort  <b>Football</b> - 12 pupils / 12% of school cohort  <b>KS1 Multi Sports</b> - 18 pupils / 18% of school cohort  <b>Girls Football</b> - 14 pupils 14% of school cohort  <b>Tag Rugby</b> - 16 pupils / 16% of school cohort  <b>Rounders</b> - 14 pupils / 14% of school cohort</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Access to a more PE/Fitness opportunities.</b> Rusper needs to do more to encourage daily exercise and constructive play.</li> <li>- <b>Access to more consistent teaching of gymnastics.</b> Rusper has limited space (no school hall) and equipment. It is an identified area of weakness in KS2 staff knowledge</li> <li>- <b>Access to dance through the curriculum.</b> Not enough dance was taught during 16-17 in PE lessons either in its own right or through a topic link. Again, it is an identified area of weakness in KS2 staff knowledge</li> </ul>	
Meeting national curriculum requirements for swimming and water safety		<b>School data 18-19</b>
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?		93% (14/15)
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?		93% (14/15)
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?		93% (14/15)
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?		No

Academic Year: 2019/20		Total fund allocated: £16,860		Date Updated:	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:	
				21%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<b>Support staff lead PE</b> <ul style="list-style-type: none"><li>- Playtime</li><li>- PE session support</li><li>- 1:1 physical activity</li></ul> <i>Improve well-being and readiness to learn</i> <i>Increase fitness through regular physical activity</i> <i>Improve positive social interaction through rule based play.</i> <i>Reduce risk of injury through space limitation</i> <ul style="list-style-type: none"><li>-</li></ul>	<ol style="list-style-type: none"><li>1. All staff follow revised playground protocols for positive engagement in play.</li><li>2. Staff working closely with specific pupils include physical play as a way of de-escalating and rewarding.</li><li>3. Staff model safe effective use of new equipment on playground.</li><li>4. Staff encourage physical challenge during playtimes “ How many times?”, “how long?”, “how fast?”</li><li>5. Staff support the acquisition of new physical skills in Forest Schools and in game play.</li></ol>	£3,500	Staff have worked collectively to be more engaging with pupils at break time. More evidence of structured and safe game play during break times. Incidence of accidents at play significantly reduced. Staff have maintained good practice supporting pupils to use equipment safely. All staff, but particularly support staff have benefitted from attending outdoor PE lessons, supporting pupil more effectively with development of specific skills.	Continue to invest in support staff supporting structured play and PE.	
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:	
				29%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<b>Maintain PE/Play equipment provision</b> <ul style="list-style-type: none"><li>- Add resources as required</li></ul> <b>Increased platform for celebration</b> <ul style="list-style-type: none"><li>- Certificates in assembly</li><li>- New Trophies</li><li>- Use of school website and Twitter</li></ul> <i>Continue to build self-esteem, participation and enthusiasm</i>	<ol style="list-style-type: none"><li>1. Audit PE resources in Aut 19</li><li>2. Make purchases as required</li></ol> <ol style="list-style-type: none"><li>1. Ensure sport certificates are presented along with brief report in Celebration assembly</li><li>2. Encourage pupils to bring in a photo of an outside sport hobby to share in school using the ‘Rusper Success Story’ platform.</li><li>3. Allocate time for website and twitter posts re sport</li></ol>	£4,860	New equipment purchased for delivery of football and tag rugby.  Existing gym equipment has been repaired/maintained  New trophies have been purchased.  New Team hoodies have been purchased.	New equipment needed for  General play Hockey Develop balance and co-ordination  General play equipment will be a priority investment.	

	4. Purchase new trophies for end of year awards.			
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				24%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>Coaches deliver 50% of PE for each class</b> <ul style="list-style-type: none"> <li>- Horsham Sports Development coach to teach sports where weakness identified:</li> <li>KS2 gymnastics &amp; dance</li> </ul> <i>Improve staff knowledge of key elements of PE, leading to improved independent provision</i>	<ol style="list-style-type: none"> <li>1. Book coaches to match timetable</li> <li>2. Identify focus PE elements with coach</li> <li>3. Ensure teachers attend alongside PE coach – Head monitor</li> <li>4. Ensure teachers practice alongside coach</li> <li>5. Audit knowledge gains from teachers</li> </ol>	<b>£4,000</b>	<p>Actually paid £2,500 to HDC due to Schools closing for Lockdown. Between March and July 2020, RPS did not use any external coaches.</p> <p>Prior to that point teachers and support staff gained specific support with teaching skills and game play in hockey, football, basketball and gymnastics.</p>	This will be important to maintain in 20-21. High quality PE lessons + emphasis on fitness will be crucial to pupil wellbeing.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				18%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> <li>1. <b>Collaborative Play:</b> <i>inclusion, knowledge of traditional games, fair play, following rules, pupil leadership</i></li> <li>2. <b>Gymnastics:</b> <i>provide different opportunity, body conditioning, core strength, balance and co-ordination</i></li> <li>3. <b>Curriculum Dance:</b> <i>provide different opportunity, body conditioning, creativity, balance, co-ordination, rhythm, enjoyment</i></li> <li>4. <b>Forest Schools:</b> <i>provide orientation techniques, outdoor survival skills, wood crafts</i></li> <li>5. <b>Alternative Sports</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain emphasis on staff using play as an opportunity to teach new games and encourage inclusion.</li> <li>2. Staff ensure that gymnastics is taught well in school. Encourage participation in external events.</li> <li>3. Staff to make use of new curriculum resource 'Dancenotes' to support effective delivery. Dance units to feature at least once in every class across academic year.</li> <li>4. Employ Forest Schools provider. Plan and resource sequences of lessons. Map out provision for each class across a school year.</li> </ol>	<b>£3,000</b>	<p>Staff have worked collectively to be more engaging with pupils at break time.</p> <p>More evidence of structured and safe game play during break times.</p> <p>Incidence of accidents at play significantly reduced.</p> <p>Gymnastics lessons across the school have benefitted from improved teaching of technical skill elements, and with activities to promote their development eg how to use benches and tables to promote jumping and landing technique.</p>	Collaborative Play, Forest Schools and Alternative Sports will be a priority for 20-21

<i>Provide access to sports such curling, boccia, golf, Frisbee golf, table tennis,</i>	5. ASSH Heads to pool resources and plan access to a Horsham Sport event for whole Key Stage Alternative Sport Days.		Pupils in KS1 and KS2 all benefitted from use of Dance notes resources – greater evidence of narrative dance and creative expression around a theme. Despite Lockdown, All pupils had access to Forest Schools in 12 months leading to March 2020. Shared ASSH alternative sport access shelved until 20-21	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				<b>8%</b>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Entrance to. Dance Tag Rugby ASSH football ASSHletics ASSH rounders ASSH Alternative Sports</p> <p>Organise and run ASSH Tag Rugby in association with other ASSH schools</p> <p><i>Increase participation, enthusiasm, self- esteem, sportsmanship and resilience</i></p>	<ol style="list-style-type: none"> <li>1. Access competitions through Horsham Sport Development website.</li> <li>2. Enter and secure places</li> <li>3. Publicise event through usual school outlets</li> <li>4. Use club time and lunchtimes to train teams</li> </ol>	<p><b>£1,500</b></p>	<p>RPS took 15 pupils to Horsham Dance Festival 2020.</p> <p>All other tournaments unable to take place due to COVID Lockdown</p>	<p>Traditional Inter school competitive sport shelved as national response to COVID. This will be managed as virtual competitions.</p>