



## Sports PE and Sports Premium Strategy 2020/21

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that we use the Primary PE and Sport Premium to:

- Develop or add to the PE and sport activities that we already offer
- build capacity and capability within our school to ensure that improvements made now will benefit pupils joining the school in future years

All schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sports participation and progress

**Evidencing the Impact of the Primary PE and Sport Premium**

Website Reporting Tool  
Revised December 2017

Commissioned by  
**Department for Education**

Created by

 Association for Physical Education  YOUTH SPORT TRUST



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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for Red Gates now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Last year's PE and Sports Premium strategy was severely disrupted during the end of Spring term 1 and Summer term due to COVID. Areas of priority affected were:

- Swimming lessons stopped taking place from the end of Spring 1.
- Horse riding sessions stopped taking place from the end of Spring 1.
- Forest School Erasmus canceled.
- Whole school Golden time stopped from the end of Spring 1.
- Dance therapy sessions stopped from the end of Spring 1.
- Use of specialist rooms and playground equipment stopped from March until June.
- Sports Day canceled.
- Football Match canceled.

Some areas of priority will roll over into 2020/21.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Dance coach sessions took place for Autumn Term and Spring 1.</li> <li>• Home learning packs sent home during lockdown included physical activities. Dance coach made videos for parents to use during lockdown.</li> <li>• Emphasis on physical activities for whole school Golden Time Autumn/Spring 1.</li> <li>• Increased physical activity for pupils attending school during lockdown.</li> <li>• Playground activity packs created and used daily.</li> <li>• Selected pupils taken to interschool's 'Special Olympics' and 'Para Sports' events.</li> </ul>	<ul style="list-style-type: none"> <li>• PE Lead to work with Dance coach to reinstate dance sessions in line with current risk assessments e.g. virtual sessions.</li> <li>• Continue to include physical activities in termly home packs available to parents via school website.</li> <li>• Increased monitoring of physical activity within class timetables, specially focusing on pupils identified as overweight. Audit of resources to support.</li> <li>• Staff training on effective use of playground activity packs.</li> <li>• Continued development of Red Gates forest school.</li> <li>• Joint working with OT team to ensure effective gross motor skill development and use of sensory circuits.</li> </ul>



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<ul style="list-style-type: none"> <li>New equipment purchased to support development of physical development and increased physical activity.</li> </ul>	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?	0% All pupils at Red Gates school have severe learning difficulties. Swimming sessions focus on water confidence and basic skills.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0% All pupils at Red Gates school have severe learning difficulties. Swimming sessions focus on water confidence and basic skills.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0% All pupils at Red Gates school have severe learning difficulties. Swimming sessions focus on water confidence and basic skills.
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?	Yes All pupils in years 1-6 swim 1 term of the year to develop water confidence and basic skills.



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\*Schools may wish to provide this information in April, just before the publication deadline.



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### Action Plan and Budget Tracking

Capture our intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that we intend to measure to evaluate for pupils today and for the future.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £17160		<b>Date Updated:</b> September 2019	
<b>Key indicator 1:</b> The engagement of <u>all</u> 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: 8%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>	
Programme for overweight pupils and their families in place, including Change for Life, family cooking workshops, behaviour support, daily exercise routines in school, additional swimming / PE, Dance sessions, outdoor learning through Red Gates Forest School  All pupils actively engaged in physical activity throughout the school day appropriate to their needs	<ul style="list-style-type: none"> <li>Classes to incorporate physical activity into class timetables to ensure that pupils are having frequent opportunities to be active</li> <li>Review on morning sensory circuits and movement sessions by OT and PE Lead. Review to identify resources needed to support and engage pupils</li> </ul>	£1560	Reduction in overweight pupils  All pupils accessing at least 30 minutes physical activity each day at school  All pupils engaged in appropriate levels of physical activity  All pupils receiving beneficial OT support evident in feedback from classes	PE Lead to review class timetables to ensure enough physical activity is happening each day and each week regularly.  PE Lead to conduct physical activity drop-ins and feedback to classes any necessary improvements.  OT and PE lead to monitor sensory circuits and movement activities and feedback effectiveness to teachers	

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:
				15%
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>All staff confident to lead playground activities and engage a wider range of pupils in play</p> <p>Pupils provided with different experiences and opportunities during their free play</p> <p>Inspiring and engaging play equipment for all classes</p> <p>Play sacks of daily activities to be used on the playground to facilitate gross motor skills and physical activity outside</p>	<ul style="list-style-type: none"> <li>• LTSA training focusing on games and ways to engage pupils during free play sessions</li> <li>• Teacher and TA development of playtime activities</li> <li>• Playtime audit to identify new equipment to support pupils physical activity during lunchtime play</li> <li>• Play sack activities to be changed and adapted throughout the year (in line with COVID RA) to facilitate teaching pupils new play skills</li> </ul>	£2500	<p>All pupils engaged in motivating physical activity as part of their lunchtime play routine</p> <p>All staff confident to lead and engage pupils in meaningful physical activity and progression of play skills during playtime</p>	<p>PE Lead to monitor playtime activity and action accordingly, based on pupil needs</p> <p>Play skills session included in new staff Induction training</p>



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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Staff development of PE skills and strategies to engage and promote learning with pupils in different pathways</p> <p>Increased pupil engagement and progress of skills in PE across the school</p> <p>Continued development of Red Gates Forest School and outdoor learning areas</p>	<p>PE Lead to research and attend virtual specialized training for the teaching of PE to pupils with SLD</p> <p>PE Lead to research good or outstanding provisions to discuss the teaching of PE for pupils with SLD</p> <p>PE Lead to disseminate new knowledge to teachers and TAs during SIMs</p> <p>PE Lead to liaise with classes to determine any gross motor skills/PE resources needed to assist with movement/exercise sessions in class</p> <p>PE Lead to develop Forest School Action Plan for SLD and Governors</p> <p>Continued use of Sherbourne sessions to engage pupils and</p>	<p>£5600</p>	<p>All pupils engaged in appropriate PE sessions in relation to ability and need</p> <p>Pupils making expected progress with development of gross motor skills</p> <p>Incidents of challenging behaviour during PE session reduced as a result of increased engagement</p> <p>Pupils have a safe space to learn outdoors and engage in a wide variety of outdoor learning experiences</p>	<p>PE Lead to monitor PE sessions across the pathways and complete co-teaching where required to raise standards</p> <p>PE Lead to research Forest Schools and schools who have a Forest School Provision and get in touch regarding best practices</p> <p>PE Lead to email Teachers and order each class effective PE resources</p>



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	assist pupils in their development of body awareness and awareness of self			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 38%
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>All pupils to have opportunities to participate in extracurricular activities across the school year to experience new skills and support generalization of skills</p> <p>Dance sessions to be offered virtually to classes to participate via GSuite</p>	<p>All Year 6 pupils to be offered horse riding sessions (Spring/Summer Term)</p> <p>All children in Years 1 – 6 to be offered swimming sessions 1 term every year (Spring/Summer Term)</p> <p>All pupils in the Sensory Pathway to be offered Forest School sessions throughout the year (Spring/Summer Term)</p> <p>All pupils, across all Pathways to work with specialist dance coach for one term of the year</p>	£6500	<p>Pupils engaged in learning outside of the classroom</p> <p>Pupils provided with opportunities to generalize skills outside of the classroom</p> <p>Dissemination of skills from specialist teachers to school staff</p> <p>Increased physical activity for all pupils</p>	<p>PE Lead to liaise with swimming teacher on effectiveness and further actions of swimming session (Spring/Summer Terms)</p> <p>PE Lead to monitor effectiveness of external sports and dance coaches through observation and teacher feedback</p>





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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Redesign Red Gates Sports Day to better suit needs of all pupils in different pathways(to occur in line with current COVID RA)</p> <p>Red Gates School is a member of Croydon Sports Partnership, KS2 pupils have access to compete in sport with their peers (Spring/Summer Term in line with current COVID RA)</p>	<p>PE Lead and Deputy Head to review sports day and plan appropriately challenging activities for each pathway</p> <p>Wider variety of pupils to engage in competitions and to attend various different competitions as appropriate throughout the school year</p>	<p>£1000</p>	<p>Pupils provided with varied opportunities to engage in appropriate competitive sports events across the school year</p> <p>Pupils participating in sports day in a meaningful way</p> <p>Pupils getting out into their community to engage in competitive sport among their peers, enhancing their understanding of sportsmanship and social skills</p>	<p>PE Lead to arrange Sports Day in line with current COVID RA.</p> <p>Continue to offer a variety of pupils the opportunity to engage in competitions and to attend various different competitions as appropriate throughout the school year in line with current COVID RA.</p>