

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

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • School achieved Gold Award in School Games for activities offered and quality of physical activity offered in school. • School achieve Virtua Games award during school closure period. • Links with local sports coaches has been developed to provide quality sports for our children in school and signposted to additional clubs and sports outside of school. • Increased sports extra-curricular activities for the whole school. • Increased inter-school sports activities. • Partnership work with School Sports Co-ordinator for the area and other local schools. 	<ul style="list-style-type: none"> • Staff expertise to deliver PE –staff members who have had very little PE sports professional development and change over of staff including PE lead and sports co-ordinators • Further opportunities for inter-school competitions with other schools in the area – goal to sustain School Games Gold • Ensure 100% of Year 6 can swim 25m by the end of primary school. • Develop sports leadership in the school • Enhance and increase physical activity for children as some children have not been as physically active during lockdown.

Action Plan and Budget Tracking

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

Academic Year: 2020/21		Total fund allocated: £16,660		Date Updated: June 2021	
Key indicator 1: 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: 65%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Improved opportunities for all children to be involved in quality progressive physical activity at least 30 minutes per day and promote healthy active lifestyles through the use of Forest School Activities and be outdoors (particularly since lockdown)	<ul style="list-style-type: none"> Teachers to work alongside trained assistants to plan and deliver high quality outdoor physical learning experiences with weekly opportunities. 	£10,800	<p>During the school opening period, 100% of children were involved in physical activity for at least 30 minutes. Evidence timetable, photographs, learning stories, pupil voice.</p> <p>Forest School activities took place whilst children were in school. Some remote lessons encouraged to take place outdoors. 100% of EYFS took part in weekly Forest School lessons.</p>	New teaching assistant recruited in September 2021 to take on Forest School training to allow additional classes to do Forest School sessions.	
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: 3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	

<p>To raise aspirations, resilience and perseverance and teamwork in all areas of the curriculum through sport activity.</p>	<ul style="list-style-type: none"> • Visitors (sports stars, Olympic, paralympic champions) to virtually (or face to face later in the year) meet with children to discuss their goals, achievements and journey. • Workshops with inspirational sports leaders to raise profile of sport. 	<p>£500 workshops</p>	<p>Due to restrictions, non-essential visitors not permitted in the school but virtual sports champions and electronic clips used to promote sport, perseverance and team work through assemblies and PSHE etc.</p> <p>As a consequence, children could articulate in age appropriate way, key attributes which help you achieve in sport and can be applied to other areas of learning such a perseverance and resilience.</p> <p>These were linked to our learning behaviours.</p>	<p>Review and revise learning behaviours including perseverance and resilience, positive attitude as a tool for improvement.</p> <p>Children to acknowledge these behaviours being used in others.</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:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improved quality of children's physical education ensuring staff are competent and confident to deliver PE.	<ul style="list-style-type: none"> Sports lead to provide CPD opportunities for staff members through staff meeting and INSET. Sports lead to provide team teaching opportunities and share good practice with staff. 	£2000	Sports lead provided in house coaching to staff. As a consequence NQT completed induction and taught PE to a good standard. Sports leader received inhouse training to disseminate to other staff.	Sports lead who has received training and coaching to deliver high quality PE across the school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Employment of a range of coaches, specialists to broaden range of sports and activities offered through extra curricular clubs.	<ul style="list-style-type: none"> Employ a range of specialists to deliver a range of activities following children's sporting interests for clubs. Encourage dance workshops as a medium to develop cultural understanding amongst pupils. Support outdoor adventurous physical activities. Resources purchased to support a wider range of sports and activities. 	£1000 coaches £1050 dance workshop £500 resources £1000 residential	100% of children had at least two opportunities to work with a sports coach to receive high quality sports provision in a broader range of activities. 100% of KS2 children took part in adventurous activities in trips.. 38% of our whole school took up an extra curricular sport activity during term time.	Broaden range and frequency of sport/physical activities offered to all year groups in the following year.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase opportunities in competitive sport across the school. To be done within school as intra-sports competitions initially due to Covid-19 guidance.	<ul style="list-style-type: none"> Sports lead to orchestrate a range of intra school (intra class) sports activities. 	£0 – in house To be reviewed following guidance.	100% of KS2 children took part in virtual School Games competitions. 100% of the Year 5 & 6 children took part in the virtual School Games of athletics and hockey in their partnership. Children achieved first place in hockey and second in athletics.	Interschool competitions to be organized for all pupils – with a particular focus on KS2 to aid social interaction and increased competitive sport experience. At least one sports competition per half term for KS2 children. Following Covid-19 restrictions.