

Planned Spending of Sports Premium Funding for 2020-21.



Total allocation for 2020-21: - £17,030

Academic Year: 2020/21	Total fund allocated: £17,030		Date Updated: 29.6.21	
	Funds b/f 2019/20: £9,421			
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				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Funding spent:	Evidence, impact and sustainability:
To develop further physical opportunities and add to the existing physical opportunities for pupils.	PE Subject Leader re-train/update teaching assistants to plan, deliver and assess tailored activities.	£320		(Additional training and updates for staff to be delivered after sports day 2021) Staff equipped with knowledge and resources to continue to build on opportunities for children to exhibit short bursts of physical activity throughout the day.
To provide opportunities for increased activity levels during play and lunchtimes.	Delivery during break and curriculum times of new physical opportunities and activities to pupils through a structured programme of activities and sports.	£130	£130	Children have autonomy over equipment in wheeled trunks. Children display growing confidence and independence in selecting appropriate equipment for playtimes.
	Purchase any relevant resources to enhance the teaching of core strength, coordination and concentration physical development activities.	£1,200	£1,212	Alongside this, year 2 children who have been trained are leading playground games with their peers. (The intention was that they would be able to lead younger pupils in year 1 but Covid bubbles has not allowed this to happen).

<p>To introduce and teach new physical activities to all pupils across the school. To continue to embed core skills through progression of some activities.</p>	<p>PE lead to continue to deliver Playmaker Award to Year 2 children in the late spring/early summer term 2021.</p> <p>Playmaker trained children will organise and run activities/games for all children during play and lunch times during the Summer Term. new shed and associated boxes to facilitate this.</p>	<p>£1,655</p>	<p>£1,691</p>	<p>Year 2 children can articulate and invent games to lead for their peers. Development in skills and confidence in the lead up to transition into year 3. Leadership skills of pupils developed. Greater uptake of sport at playtimes. Lunchtime and breaktime is more active for pupils, contributing to 30 daily active minutes.</p> <p>Children are leading games only in year 2 due to Covid restrictions at playtimes in bubbles.</p>
<p>Mole class: Core skills of balance/throwing/aiming and development of hand-eye coordination.</p>	<p>‘Activity days’ planned across Autumn and Spring Term. This will take place in class ‘bubbles’ rather than whole school due to Covid restrictions.</p>	<p>£12,000</p>	<p>£6,578</p>	<p>Autumn term activity day only due to Covid.</p>
<p>Year 1: Development of throwing and catching Badminton skills</p>	<p>Purchase any relevant resources to enhance the teaching of core strength, coordination and concentration physical development activities.</p>	<p>£450</p>	<p>£454</p>	<p>Confidence in children selecting appropriate equipment.</p>
<p>Year 2: Development of core balance Cycling skills</p>	<ul style="list-style-type: none"> • Badminton rackets and nets to enable Year 1 to introduce the new skills. • Ankle ball sets • Stacking cups to be purchased for EYFS. 	<p>£100</p>	<p>£109</p>	<p>Badminton added to curriculum in year 2. Assessments show improved hand eye coordination.</p> <p>Stacking cups not purchased for EYFS.</p>

	<ul style="list-style-type: none"> Bicycles, helmets and bike racks to be purchased for Year 2. 			<p>Bicycle day didn't go ahead due to Covid so purchases not made.</p> <p><i>Next Steps:</i> <i>To continue with Playtime leader awards next year. Possibly earlier in the academic year to promote leadership skills and playtime structure.</i> <i>Monitor PE curriculum.</i> <i>Seek out playtime programme and potential for training staff/lunchtime clubs with outside providers.</i> <i>Assessment for PE</i></p>
<p>Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement</p>				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Funding spent:	Evidence, impact and sustainability:
<p>To continue to raise the profile of new and alternative physical activities and sports across the whole school.</p> <p>To continue to embed some of the activities the children have experienced so improving ABC's (Agility, Balance and Coordination)</p>	<p>'Activity days' planned in for Autumn and spring term as above.</p>	<p><i>As above</i></p>	<p><i>As above</i></p>	<p>Year 1 introduced Badminton during activity day. This has then been put into year 2 curriculum.</p> <p>Ongoing assessment of ABC's in PE lessons building up confidence and skill levels.</p> <p>Assessments ongoing. Lockdown during this academic year has delayed progress but will be picked up again in 2021-22 academic year.</p> <p><i>Next Steps:</i> <i>Look into new activities. Questionnaire children.</i> <i>Embed ABC's through Pe curriculum planning. Look into active playtime programmes</i></p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Funding spent:	Evidence, impact and sustainability:
<p>To develop staff skills and knowledge of teaching of new and alternative physical activities and sports across the whole school.</p> <p>To develop further physical opportunities and add to the existing physical opportunities for pupils.</p> <p>To provide opportunities for increased activity levels during play and lunchtimes.</p>	<p>3 x 'physical activity days' planned across Autumn and Spring terms. Activities developed and led by all teachers.</p> <p>PE Subject Leader re-train/update teaching assistants to plan, deliver and assess tailored activities. Delivery during break and curriculum times of new physical opportunities and activities to pupils through a structured programme of activities and sports.</p> <p>Purchase any relevant resources to enhance the teaching of core strength, coordination and concentration physical development activities.</p>	<p><i>As above</i></p> <p><i>As above</i></p>	<p><i>As above</i></p> <p><i>As above</i></p>	<p>Improved quality and more structured activity built into the school day for pupils.</p> <p>Improved concentration reported by class teachers.</p> <p>More structured playtimes.</p> <p>Children engaged in structured activities</p> <p>Fewer playtime behaviour incidences.</p> <p>Teacher voice suggesting less friendship issues during playtime.</p> <p>Staff equipped with knowledge and resources to continue to build on opportunities for children to exhibit short bursts of physical activity throughout the day.</p> <p>Lunchtime and breaktime is more active for pupils, contributing to 30 daily active minutes.</p> <p>Teachers observations of improved sitting due to core strength, improved concentration.</p> <p><i>Next Steps:</i> <i>Audit staff needs and evaluate carefully in order to plan and structure programme for the next academic year. To put into place and act upon</i></p>

				<p><i>advice and guidance to continue to enhance provision in school. Monitor implementation of any new materials and resources through lesson observations and playtime observations.</i></p> <p><i>Audit need for equipment. Careful monitoring of resources used and that they are fit for purpose.</i></p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Funding spent:</p>	<p>Evidence, impact and sustainability:</p>
<p>To continue to raise the profile of new and alternative physical activities and sports across the whole school (as in Key Indicator 1)</p>	<p>3 x 'physical activity days' planned across Autumn and Spring terms. Activities developed and led by all teachers.</p>	<p><i>As above</i></p>	<p><i>As above</i></p>	<p>Autumn term activity day only due to Covid.</p> <p><i>Next Steps:</i> <i>To look at next year's provision and use funding to introduce activities/sports based on interest. Look into outside providers to improve breadth of clubs offered to children and parents.</i></p>

Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Funding spent:	Evidence, impact and sustainability:
<p>For pupils to experience intra-school competition across class bubble and with self-competition</p> <p>To allow identified pupils to complete in sporting activities. (Should Covid restrictions be lifted).</p>	<p>Activity days to have an element of competition within the third activity.</p> <p>Staff to identify pupils who would benefit from joining and after school sports club. Funding for targeted children to participate and access clubs.</p>	<p><i>As above</i></p>	<p><i>As above</i></p>	<p>Autumn term activity day only due to Covid.</p> <p>No clubs or competitions take place due to Covid restrictions still being in place.</p> <p><i>Next Steps:</i> <i>Participation planned in more competitions and/or involvement in new competitions/ Extra Curricular Clubs to be reassessed next year.</i></p>