

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • <i>Pupil conversations evidence how much they enjoy and look forward to their weekly lessons! All age groups around school are able to use PE language confidently and can discuss the skills they have learnt within their lessons.</i> • <i>'Get Set 4 PE' has been implemented well and is being used consistently in lessons, this has given staff more confidence to deliver high quality, well planned lessons</i> • <i>Year 4 pupils analysed Active Travel survey data and produced impactful posters highlighting the importance of adopting more active modes of travel both from a personal fitness and environmental perspective. Pupils ways of raising the profile of cycling and walking. This was further promoted by providing children with more opportunities to walk around local areas and a BMX workshop to encourage children to cycle and develop a growth mindset. (FLEARN: fail to learn)</i> • <i>Pupils developed a love of dance and drama and the majority of year groups participated in a specialist dance workshop linked to their cross-curricular topics</i> • <i>A successful partnership across the Academy Trust lead to a competitive sports day at the middle school with help from their PE lead and Year 8 Sports Leaders</i> • <i>Successful implementation of play leaders to increase activity levels at playtimes</i> 	<ul style="list-style-type: none"> • <i>Extend access to outdoor activity-based visits (orienteeing, water sports etc) to a wider number of pupils replicating the types of activity year 4 currently complete during their residential trip but on smaller scale</i> • <i>Further promote active travel initiatives e.g. walking, cycling, scooting to our new school</i> • <i>Promote and extend opportunities for out of school hours physical education in partnership with PE coach (including opportunities to promote weekend and holiday camps)</i> • <i>Raise the profile of the subject and the world of PE by establishing a well-resourced selection of reading materials within a designated section of the new school library. This should promote pupil's knowledge of the subject and introduce them to inspirational sports men and women across a wide range of sports.</i> • <i>All staff to promote the importance of the school PE kit by wearing the new staff PE kit</i> • <i>Further invest in active play time equipment as suggested by the school council (e.g. bikes and scooters) to promote active play times</i> • <i>Train play leaders and lunch time supervisors on how to lead effective, active play time games</i>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2020/2021

+ Total amount for this academic year 2021/2022

= Total to be spent by 31st July 2022

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 pupils today and for the future.

Academic Year: 2021/22		Total fund allocated: £	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide all children with opportunities to be active/participate in a wide variety of sports and to learn new skills during both before and after school and during home learning	Delivery of targeted breakfast and lunch clubs for children identified as least active, after school clubs open to all and half termly workshops	£13436.20	Throughout the year, where possible, all children have been offered a range of physical breakfast, lunch and after school clubs to participate in, led by specialist sports coaches. This not only promoted more activity throughout the day, but also ensured children had the opportunity to eat a healthy breakfast and increased punctuality and attendance. Targeted interventions have also been used as part of our recovery curriculum to increase fitness levels of pupils following the pandemic. These have led to increased levels of self-esteem, confidence and improved core-strength and muscle tone for those who need it.	Successful breakfast, lunch and after-school sports clubs will continue to be offered during the next academic year with a view to extending the scope and breadth of this provision.

Ensure that PE and playground equipment is fit for purpose and available to all pupils in order to promote healthy lifestyles and physical fitness.	Promote physical activity during all parts of school day and ensure children have correct equipment to learn new skills	£5873.84	Pupils now have access to arrange of new equipment needed to make best use of the extensive grounds and facilities at the new school site (e.g. scooters).	Playleaders to be trained to audit and look after PE resources and lunch time equipment.
Plan for new equipment and initiatives at new school (e.g. playground markings, equipment, orienteering activities)	Ensure the transition to new school does not impact children's activity levels. Basketball hoops and cricket equipment must be purchased to promote competition in all PE lessons.	£2052	Staff suggested in recent knowledge and skills audit that OAA was something they didn't have much confidence delivering. An orienteering scheme by Enrich was purchased and planned for the new site ready for delivery in Autumn 2022. This will also encourage cross-curricular links to Maths and Phonics.	Staff given directed time to familiarise themselves with new scheme before delivery and discuss with PE lead.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Equip, train and select play leaders to raise profile of PE around school. Research and resource new, smart staff kit.	Selected year 4 children to be trained on how to deliver games and activities during lunch time to younger children to raise activity levels during lunch times.	£1483.70	Year 4 children were asked to apply and were subsequently chosen to become our first Playleaders to run activities with the younger children. This led to increased activity at lunchtimes, but it was also noted that the lack of equipment and space sometimes prohibited this. New PE kit was resourced, and teaching staff will begin to wear theirs in Sept 22 to encourage children to also take pride in their PE uniform.	Equip TAs with similar staff PE kit to be worn on PE days and ensure playleaders are given the right and enough tools to complete their job.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implement-ation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<i>Provide CPD opportunities for all staff in areas identified as weak/lacking confidence</i>	<i>Staff provided opportunities to observe good practise and attend CPD (released from teaching) in identified areas for development; this includes swimming and OAA.</i>	<i>£80</i>	<i>Identified staff completed a local swimming course prior to delivering swimming lessons to the Year 4 cohort. As a result, staff effectively supported children to acquire water confidence and begin to develop swimming skills. A large percentage of children had struggled with water confidence as had not been swimming at all as a result of the pandemic. Games and basic techniques were learnt meaning children were able to make accelerated progress over the term.</i>	<i>Offer more staff the opportunity to attend same course this year. Staff audit knowledge and skills again to assess for other teaching gaps and required CPD opportunities.</i>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implement-ation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Provision of subsidy for Malvern Outdoor Residential trip and transport	Children to be given opportunity to develop outdoor education skills as well as learn and develop skills (leadership, teamwork, communication etc)	£3535	Year 4 children attended the annual residential trip and had the opportunity to develop many skills including OAA skills, confidence, teamwork and independence. Children also had the opportunity to complete a NOLA certificate through their time there.	Reorganise trip for next year, and encourage other staff members to plan trips for their cohorts to attend other outdoors centres/trips.
Provision of subsidy for further outdoor day trips				
Use of professional sports people to promote different sports around school	Increase children's activity levels during home learning and promote learning new skills	£5696.45	Majority of year groups participated in a specialist dance workshop appropriate to their cross-curricular topic. These were successful in raising the profile of cross-curricular links and worked well when used as a WOW introduction to the topic.	Lead to look into wider experiences such as karate and dodgeball to give children a variety of events to participate in.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Opportunities for competitive sports through participation in the Bordesley MAT	All children given opportunity to attend intra school competitions and School Games competitions to ensure they have the opportunity to play competitively against different abilities and schools	£101.95	A successful partnership across the academy led to a competitive sports day at the middle school with help from their PE lead and Year 8 Sports Leaders where a trophy was awarded to the winning team at the end. This promoted sportsmanship and leadership skills.	Liaise with MAT to plan for more school events run by them or their sports leaders.

Signed off by	
Head Teacher:	<i>T Koser</i>
Date:	July 2022
Subject Leader:	<i>H Gibbons</i>
Date:	July 2022
Governor:	
Date:	

