

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"> <li>● A huge focus on 'Healthy Minds and Healthy Bodies' in response to the pandemic, has improved pupil's fitness and stamina through skipping.</li> <li>● Walking to and from local places of interest including the site of the new build has improved pupils walking stamina</li> <li>● An increased number of workshops and taster sessions to promote a range of sports from Reception to Year 4</li> <li>● A wide range of new clubs offered to years 1 to 4 with a focus on participation for enjoyment rather than competitive by independent agencies</li> <li>● The profile of PE has been significantly raised across school due to new named PE days, all staff provided with PE uniform, promotion of new skills/sports during home learning and consistent targeted breakfast and lunchtime clubs</li> <li>● Staff professional development needs have been audited and further development opportunities planned for 2021-22</li> <li>● Promotion of healthy lunchboxes, informing parents of what can be included in lunchboxes and what must be limited</li> </ul>	<ul style="list-style-type: none"> <li>● Further raise profile of links between healthy, active lifestyles and healthy mental health through targeted 'Mindfulness' days and healthy eating plans</li> <li>● Implement consistent planning throughout school through scheme 'Get Set 4 PE'</li> <li>● Raise staff confidence when delivering taught PE sessions through CPD and JG Clinic sessions for all children in year 1 to 4</li> <li>● Extend access to outdoor activity-based visits (orienteering, 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</li> <li>● Promote active travel initiatives e.g. walking, cycling, scooting to school and travel planning for new school</li> <li>● Promote and extend opportunities for out of school hours physical education in partnership with PE coach</li> <li>● Plan for new playground markings, equipment and hire of equipment and facilities in new build school</li> </ul>

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 2019/2020      £3,743.84**

**+ Total amount for this academic year 2020/2021 £17,910**

**= Total to be spent by 31st July 2021                      £11,259.21**

## 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: 2020/21		Total fund allocated: £	Date Updated:	
<p><b>Key indicator 1:</b> 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</p>				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	<b>£5878.60</b>	<p>Throughout the year after school clubs have been offered to all children run by both staff and outside providers. These include football, dance, gymnastics, cheerleading, cricket and games clubs.</p> <p>Workshops have been delivered by outside providers such as:</p> <ul style="list-style-type: none"> <li>• Indian Dance (Year 3)</li> <li>• Chinese Dance (Year 4)</li> <li>• Smoothie Bike (Year 1-4)</li> <li>• Skipping Workshop (R-Year 4)</li> </ul> <p>Children greatly enjoyed all workshops and the level of physical activity during playtimes has greatly increased. Children have since purchased their own skipping ropes and are developing their skills learnt in the</p>	Some workshops have been rebooked for next year due to success in engagement (Indian Dance) and new workshops have also been booked (BMX workshop). JG Clinic will also continue to provide breakfast and lunch clubs next year for targeted increase in activity levels.

			workshops. Attendance in breakfast and lunch clubs has been high and this has led to higher activity levels throughout the learning day. As we purchased after-school club sessions from WCCC, they offered free sessions for Year 2 children for 10 weeks. This was a great CPD opportunity for teachers too to be able to see how cricket can be delivered.	
Replenish PE and playground equipment for both key stages	Promote physical activity during all parts of school day	£817.59	More equipment bought for specific sports such as cricket, tennis and fitness. Plentiful equipment for Nursery to Year 4 which allowed children to spend majority of lunch and break times active. Also supported by lunch time activity clubs run by JG Clinic.	Equipment audit to be carried out by lead in September and new stock ordered.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 staff with PE uniform to be worn on PE days and provide lunch time staff with adequate play equipment	Promote identity of PE around school and setting standards for uniform expected by children	£538.02	Teachers wearing PE kit when delivering PE sessions has promoted the identity of PE and children all children are aware of PE days in school. Children see teaching staff as role models.	New order to be taken next year of any additional items needed. Lead to look in to provision of summer t-shirts.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total
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				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:
Provide staff with effective planning scheme (Get Set 4 PE)	Ensure planning, learning outcomes and success criteria are consistent and allow for progression of skills throughout the school	<b>£1375</b>	Scheme was purchased at the end of the year after a trial period was successful in KS2. Scheme deemed fit to match national curriculum goals and long term planning overview.	All teachers to provided own login and access to planning. Lead to observe lessons taught using new planning and assess effectiveness through this and staff questionnaire in Autumn/Spring term.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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)	£1730	Due to Covid 19 restrictions and changes to the government guidelines, children were unable to fulfil the three-day residential trip. Instead all children attended for an extended day and completed planned activities. Children had some opportunity to develop skills.	Further outdoor trips to be planned for other year groups next year and Malvern to be rebooked for new Year 4 cohort.
Use of professional sports people to promote different sports around school during home learning	Increase children's activity levels during home learning and promote learning new skills	£420	Over this year's lockdown, all children were provided with a skipping rope and parents were informed of the 'Skipping Over the Rainbow' topic via newsletter. Great British champion skipper Sam Cross delivered videos for different key stages that were uploaded daily to the school website which children could watch. They were taught the basics of skipping as well as tricks they could practise at home. All teachers noted an increase activity levels at home and pictures and videos were sent to PE Lead to display on website. This continued when the children returned to school and lead onto the Skipping Workshop delivered by Lizzie Cox.	Look into developing further skills next year, and have Sam Cross deliver assembly when restrictions ease.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 they opportunity to play competitively against different abilities and schools	£500	Intra-school competitions could not be completed due to Covid 19 restrictions and country wide lockdowns.	If restrictions are lifted or eased, future competitions to be looked into.
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Signed off by <i>T. Koser</i>	
Head Teacher:	T KOSER
Date:	15.07.21
Subject Leader:	H Gibbons
Date:	15.07.21
Governor:	<i>M Chesterton</i>
Date:	15/07/2021

