

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 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Pupils (Reception to year 4) exposed to a range of adventurous sporting activities as well as creative dance workshops leaving pupils inspired and keen to participate in further opportunities.</li> <li>● A wide range of clubs offered (Dance, Multi-skills) from Year 1 to Year 4, attendance is returning to pre-Covid levels.</li> <li>● Year 4 play leaders beginning to support children on the playground during playtimes with use of sports equipment</li> <li>● Pupils in years 2-4 have all had the opportunity to go swimming this year</li> <li>● First Sports Day hosted at our new school build on our two large playgrounds</li> <li>● Staff CPD has been developed and staff have spent this year working alongside Coach Jade and observing her sessions</li> <li>● Successful running of afterschool and lunchtime clubs for children across all year groups</li> <li>● Staff are feeling more confident in delivering quality PE lessons with continued use of the Get Set 4 P.E. scheme to sustain quality PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Pro-actively engage with parents of the least active pupils to encourage attendance at additional active sports sessions.</li> <li>● Collect and analyse data of children within clubs and observe the difference that it makes in their learning.</li> <li>● PE lead to select and train new play leaders in Autumn term</li> <li>● New staff to have access to CPD and mentoring from external coach to help build their confidence and CPD.</li> <li>● Staff to identify start and end of each lesson from each unit of P.E. as evidence of progression of skills.</li> <li>● Continue to expose pupils to a wide range of adventurous sports, dance workshops and 'bike-ability' workshops.</li> <li>● All year groups (1-4) to participate in pyramid sports events (competitive) through BMAT sports lead.</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 2021/2022**

**+ Total amount for this academic year 2022/2023**

**= Total to be spent by 31st July 2023**

**Carry Over- £ 0**

**Amount Received- £18030**

**= £ £18030**

## 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: 2022/2023		Total fund allocated: £	Date Updated:		
<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					Percentage of total allocation:
					%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
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, targeting least active children in particular	Delivery of targeted breakfast and lunch clubs for children identified as least active, after school clubs open to all and half termly workshops	£8000	After talking to several students across year groups, children have responded on the impact sports clubs have had on them. Children have been able to enjoy sports more due to these clubs and would do another club again if given the opportunity. Children have learnt really important skills in their clubs i.e., doing proper warm ups to avoid injury, doing step kicks and spins, etc.	Analyse data of children that have participated in clubs. Engage directly with parents as needed to ensure effective participation.	
Embed physical activity into the school day and encourage active playtimes	Promote physical activity during all parts of school day by ensuring children have good quality equipment to learn new skills	£2500	Play and PE equipment has been audited throughout the year and replenished when needed. There is a good stock of play equipment that pupils are now accessing at playtimes.	PE lead to train LTS/TAs on how to support active playtimes including the mile track.  Repeat pupil and staff voice.	
Ensure pupils are exposed to a wide range of sports.	Audit equipment at new site to ensure equipment is in line with new medium-term planning and scheme in place. Basketball hoops and cricket equipment must be purchased to promote competition in all PE lessons.	£1500	Basket ball hoops and cricket equipment purchased in line with the curriculum that is being followed across the school. Plentiful equipment provided for all year groups and their lessons, to ensure lessons run smoothly.	On-going.	

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.	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.	£30	Play leaders have been selected in Year 4 and been trained on how to deliver games and activities during lunch times. I spoke to a selection of Play leaders to get their views on what they provide. They said that they are enjoy being a play leader and they are given a lot of responsibility. The children communicated that they are responsible for making sure the younger children share equipment, and that they are playing safely with their peers.	New play leaders to be selected in Autumn term and trained appropriately.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Provide CPD opportunities for all staff in areas identified as weak/lacking confidence	Staff to be given opportunities to observe good practise and attend CPD (released from teaching) in areas assessed as lacking confidence; this includes swimming and OAA.	School funded	All staff have been given the opportunity to observe external sports coach to develop their subject knowledge and confidence. A new OAA package has been bought into and used across the school. Staff have been released to observe swimming lessons. Teach First trainee benefitted from significant input from PE lead and sports coach.	Staff continue to observe Jade during her sessions to build confidence.  To build up an evidence folder of staff teaching P.E. at beginning and end of a unit to see progression and offer evidence.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Provision of subsidy for Malvern Outdoor Residential trip and transport  Provision of subsidy for further outdoor day trips	Children to be given opportunity to develop outdoor education skills as well as learn and develop skills (leadership, teamwork, communication etc)	£3000	Children who went to Malvern have spoken about what they have experienced whilst being there. They all enjoyed the experience greatly and it has benefitted them in lots of ways. Children have responded and said they have learnt how to challenge themselves and be brave, they have been able to encourage their friends, they have developed their independence by making their own lunches and looking after their dorms.  Some subsidy of other outdoor trips has been provided as well.	Provision for Malvern trip to continue into next year and the next cohort.
Use of professional sports people to promote different sports around school	Increase children's activity levels during home learning and promote learning new skills	£3000	Workshops have been provided this year from outside providers like: <ul style="list-style-type: none"> <li>• Chinese Dance (Year 1/EYFS)</li> <li>• BMX (Year 4)</li> <li>• Scooters (Year 3)</li> <li>• Mini Warriors (Year 3/2)</li> </ul> Across all year groups children have really enjoyed these workshops and so have teachers. Teacher feedback has been provided on which workshops they believe are worth doing again next year and whether there are any other workshops they would like to recommend.	Workshops and professionals to continue to come into next year. New opportunities given to children and staff.  Staff to contact/arrange the activities themselves.  Potential healthy eating week/day for next year.
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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
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	£0	Following a meeting of pyramid heads, a annual cycle of sports festivals and competitive sports activities will be organised for 2023-24. Year 8 Play Leaders from the middle school once again helped to run our annual sports days, helping promote sportsmanship and leadership skills. These events were well attended by parents enabling the school to promote the importance of active healthy lifestyles.	Children to continue to compete against different schools in competitions and games next year.

