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| Academic Year: 2020/2021 | Total fund allocated: £17,170 | Date Evaluated: July 21 Yellow highlight – not undertaken due to COVID | | | |
| 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 | Evaluation/Impact |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| <p>High quality gymnastics with a well-known body (BAGFA) which can be continued in later schooling or through after school clubs when they leave infant school</p> <p>High quality activity at lunchtimes that ensure structured physical activity takes place daily. Promotes good health for all so they are fit for life</p> | <p>BAGFA Gymnastics Award for Yr1 and Yr2 (2 lessons per week for each for 7 weeks = total of 7 mornings) and badges/certificates</p> <p>Reward certificate and badges to build self-esteem, achievement and potentially increase the number of children taking part in gymnastics and other sport outside of school</p> <p>Employment of two Sports Midday Supervisors to promote structured physical activity and organise physical/sports games at lunchtime</p> <p>Play ground markings – not completed due to COVID. Playgrounds were divided due to Bubbles</p> | <p>630.00</p> <p><u>228.00</u></p> <p>£858.00</p> <p>£5941.00</p> <p><u>2,000.00</u></p> | <p>All children achieve certificate and badge at appropriate level for them from BAGFA in Key Stage 1 each year.</p> <p><i>Evidence: List of BAGFA award children. Highlight which lessons/session devoted to BAGFA on CM Sports invoices</i></p> <p>Every week all children in Key Stage 1 and year R are provided with opportunity of structured physical activity at lunchtime</p> <p><i>Evidence: lunchtime timetable, list of names, invoices</i></p> | <p>Sustainable from school's main budget</p> <p>Consider training other lunchtime supervisors -£315 for training per supervisor</p> <p>Daily mile needs to be a daily activity that all year groups do.</p> | <p><i>Rolled over to 21-22 Important for all children to access this as it leads to better gross motor control and core strength which in turn leads to children who are stronger and can get involved in other sports</i></p> <p><i>This continued to be effective this year – children are active and engage in positive play. They say they are happy and display positive mental health. Although different because of bubble restrictions and year groups not mixing. If bubbles can mix – train another lunch time supervisor to promote physical activity and mental health/yoga during lunch time. Playground changes very successful but still considering zoning playground to allow for different activities to take</i></p> |

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| <p>Introduce gross/fine motor skills boxes for Year R for use at home to encourage outdoor play, multiskills and to improve general dexterity</p> | <p>Purchase boxes and resources, Produce Fine Motor Leaflet. Give out at first Parent Event and transition afternoons.</p> | <p>£545</p> | <p>Children are introduced to a range of fitness activities Evidence: invoices</p> <p>Children have improved gross and fine motor skills. Children more confident to manipulate small and large objects and hand-eye co-ordination improved. Children will also have accessed new types of equipment. Parental knowledge improved. <i>Evidence: Soft data from parents, EYFS Physical Development Data, Observations of children</i></p> | <p>Continues to make a difference so will continue as long as funding allows</p> <p>TOTAL SPEND 2,000 due to COVID 545 5941 858 Total: 7,344</p> | <p><i>place in different section of the playground. Continue to be positively received by parents/carers and impact is seen by staff – will see in Sept. 2021 if there is still a positive impact.</i></p> |
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| Academic Year: 2020/21 | | Total fund allocated: £17,170 | | Evaluated: July 2021 | |
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| Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation | Evaluation/Impact |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| Introduce the teaching of Yoga across the school | Timetable into Year Group curriculums | None | Children feel confident to engage in strength, flexibility and concentration activities linked to learning powers <i>Evidence: Year group timetables, photographs, lesson observations</i> | Sustainable | <i>Because of Covid and lockdowns this was intermittent – Begin from Sept2021 Timetable the hall in the afternoons so that each class gets half an hour of yoga per week. Yoga is being taught in class as part of mental health and mindfulness and is well received and works well to calm the children and settle them for learning.</i> |
| Structured sports activities at lunchtime | Purchase additional yoga resources – yoga mats | £170.00 | <i>EVIDENCE: Club set up and running, photographs</i> | Sustainable | <i>These mats will make a difference to yoga teaching and the yoga club when it can be done again from Autumn 21</i> |
| Supporting childrens mental and physical health | Mindful minis - support group to attend and offer workshop for each class | £420 | Support for mental health and helping children to express how they are feeling across all year groups – <i>evidence – photographs, observation, teacher/child feedback</i> | Sustainable if activities continued by class groupings (individual adults) | <i>This was very successful and children from all year groups speak of square breathing and why meditation is important (pupil interviews COH Staff feedback COH)</i> |
| Improve and sustain the quality of purposeful outdoor physical activity in Year R | employ PE coaches for additional sessions to work in Year R during Autumn 1 to work on and develop gross motor skills | 10 sessions £900.00 | Effective use of male role models. Non-academic aspirations <i>Evidence: Photographs</i> | Not sustainable but staff can replicate what they have seen in part | <i>Staff have now created lesson plans for the Autumn term based on lessons they have observed with CM sports - 21/22 will focus on</i> |

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| <p>Ensure smooth transition from Year 2 to Year 3</p> <p>Children able to take part in school sports festivals and other inter-schools events</p> | <p>Organise joint PE sessions with Year 3 and Year 2 – CM Sports to support/lead</p> <p>Preparing and training children and taking children to sports festivals – CM Sports</p> | <p>2 mornings £180</p> <p>2 sessions per class £1080.00</p> | <p>Strengthen liaison between schools and children confident to take part in further opportunities for physical activity at junior school <i>Evidence: Photographs</i></p> <p>Pupils are more skilled in a range of skills and enjoy success which is celebrated and linked to learning powers <i>Evidence: photographs, assemblies</i></p> | <p>Sustainable – can be replicated by teachers (covid dependent)</p> <p>Total Spend: 170.00 420.00 900.00 180.00 +270.00 <u>1080.00</u> <u>£2720.00</u></p> | <p><i>the Spring and Summer lesson plan creating</i></p> <p><i>Rolled over for 21-22 due to covid restrictions</i></p> <p><i>Still completed virtual tournaments which CM sports organised and children enjoyed. Sports day was also altered to be more competitive and across school. X3 additional mornings of CM sports time £270.00. Worked more effectively, children rose to the competitive nature. Will continue next year. Can be sustained as staff could run themselves.</i></p> |
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| Academic Year: 2020/2021 | | Total fund allocated: £17,170 | | Evaluated: July 2021 | |
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| Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation | Evaluation/Impact |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| Staff knowledge maintained. Staff confidence maintained/improved. Staff have time to observe the children which improves assessment | Staff training and up-skilling and remaining skilled (all PE lessons observed every week by a teacher) | £4,860.00 | Staff knowledge maintained. Staff confidence maintained/improved. The importance of CPD is recognised and provided for staff. PE lessons are consistently good. <i>Evidence: teacher observation notes</i> | Continue to identify ways to upskill staff and consolidate skills (PESS level qualification) | <i>Staff feel more confident from observing lessons and recording these in lesson plan format so we have a set of high quality lesson plans should we need to teach PE ourselves.</i> |
| PESS 5 qualification | Upskill and qualify staff to teach PE effectively | £1300 | Staff confident to deliver PE sessions and understand its impact on health and wellbeing. | | <i>Staff member completing modules and will be PESS 5 qualified to teach PE sessions when required</i> |
| Enable access to additional CPD, inc for the PE lead 1 day per term | Subscribe to School Sports Partnership. Attend regular briefing and courses as necessary | £180.00 | School work acknowledged <i>Evidence: Paperwork for Quality Mark and Quality Mark Certificate</i> | Continue to purchase resources if necessary. Develop skills | <i>Virtual briefings due to Covid. Very useful support as gives PE lead ideas and areas to focus on</i> |
| Prepare for Sports Quality Mark | Achieve Sports Quality Mark | £540.00 | | Renew award and prepare for Level 2 | No quality mark for second year running for infant schools but 21/22 will be able to reapply |

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| | | | | Total spend: 4860.00 1300.00 180.00 540.00 <u>£6880.00</u> | Roll over for next academic year |
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| Academic Year: 2020/2021 | Total fund allocated: £17,306 | Evaluated: July 2021 | | Highlighted = impacted by COVID 19 | |
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| Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation | Evaluation/Impact |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| Children have experience of a range of different physical activities/sports | Introduction/motivation to take part in additional sports clubs, e.g. kurling, multiskills sports, soccer and dance <ul style="list-style-type: none"> One focus area for each year group per half term (18 mornings) | £1620.00 | Children are exposed to a range of new sports <i>Evidence: CM sports logs, photographs</i> | Sustainable | <i>Children talk about a wide range of sports (Pupil interviews COH) They understand the importance of trying new sports and being active</i> |
| After school clubs: in year group bubbles - promote interest in physical activity and exercise | Adults to provide this support Similar clubs to last year to show progression of skills | £360.00 | <i>Evidence: Photographs, pupil interviews, feedback from parents</i> | Sustainable | <i>Rolled over to 21/22 due to Covid</i> |
| Replenish PE equipment for lunch time play | Purchase appropriate play equipment for lunch time play to allow children to access various sports and physical activity | £500 | Children exposed to a range of activities <i>Evidence: photos, lunch time monitoring</i> | | <i>Children more engaged during lunch time but more needs to be added so audit is being done to prioritise</i> |
| Replenish PE equipment for PE lessons | Purchase appropriate sports equipment for PE lessons to allow children to access and experience their new skills | £1000 | High quality PE equipment so children can practice their learned skills. | | <i>New mats, balls and other equipment bought which has improved the provision and all children actively involved.</i> |

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| <p>To ensure all children have appropriate clothes and kit for physical activity and outdoor learning</p> | <p>Purchase appropriate spare clothing for PE and team clothes for competitions: <i>PE mats, cones, spots, portable white board, balls (soft tennis) Hard yellow balls</i></p> | <p>£100.00</p> | <p><i>Evidence: invoices, photographs, feedback from coaches.</i></p> <p>School has sets of PE kit to enable children to participate in all PE lessons regardless of missing kit and use the outdoor environment in all weathers</p> <p><i>Evidence: photographs of children in school kit</i></p> | <p>Total spend:</p> <p>1620.00</p> <p>360.00</p> <p>500.00</p> <p>1000.00</p> <p><u>100.00</u></p> <p><u>3220.00</u></p> | <p><i>Additional resources still need to be bought in 21/22 – Javalens, bibs</i></p> <p><i>This needs to be audited and replenished for 21/22</i></p> |
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