

Academic Year - September 2019 – September 2020				Total fund allocated: £17324
Key indicator 1: Engagement of all pupils in regular physical activity				Percentage of total allocation: 60%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue breakfast club to encourage more pupils to attend school earlier and get involved in additional physical activities.</p> <p>Further develop scoot/bike to school, therefore improving the fitness of children and adults.</p> <p>Continue with Outdoor Activities Lunchtime Club, so pupils have opportunity to undertake another physical club at lunch times.</p> <p>Ensure balance of free to attend clubs include as many active options as possible.</p> <p>Wake and shake every morning including parents.</p> <p>Involve parents in school through the PACES initiative</p> <p>Plan sports week which will include outside agencies.</p> <p>Support the midday supervisor play lead to promote games and physical activities over the lunch time.</p> <p>Provide play training for all midday supervisors.</p> <p>DCFC to run resilience (Yr2) and fundamentals (Yr R) training.</p> <p>To take part in current events in either the community or nationally.</p>	<p>Children and parent questionnaires</p> <p>Monitor Club registers</p>	<p>Play Leader £4585</p> <p>Resources for Curriculum and Lunch-time Outdoor Activity £1800</p> <p>New Storage for resources £180</p> <p>HLTA to provide additional PE sessions £3231</p> <p>Laptop for Hall based PE £500</p>	<p><u>Spring Term Review</u> Breakfast club is well attended across all year groups and those children have the opportunity to engage in a wide range of physical activities with a variety of ages from EYFS – Y6. This give them access to different game / movements / skills and encourages team work and peer to peer support.</p> <p>Walking / Scooting to school is encouraged through the DCC Travel Smart initiative.</p> <p>Lunchtime Clubs – Currently only 1 of the 4 clubs offered is active.</p> <p>Wake and Shake continues to be popular with children and parents, children are familiar with the routines and can replicate them independently when they hear the music.</p> <p>Lunchtime play – new system of organised activities for the last 20 minutes of lunchtime is popular and successful. It is having a positive effect on activity levels as well as behaviour and engagement.</p> <p>YR have received fundamentals training from DCFC to support staff in delivering a broad and balanced EYFS PE curriculum.</p> <p>Bike-ability session for YR has taken place which is popular and effective and will support the use of Balance Bikes independently in the EYFS setting. Two teams of YR children attended the Early Racers cycling event at Swadlincote. A success for MIS meant children received medal wristbands which were awarded in star student assembly.</p> <p><u>Summer Term Review – Impact of Covid-19</u> For the children who attended school during Covid-19 restrictions – just over 50% of all MIS children - outdoor learning and physical activity formed the heart of our ‘bubble-based’ activities.</p> <p>As part of the home learning activities sent to all children by the school, there were daily opportunities to learn actively (cross-curricular songs and dances, scavenger hunts etc.) plus links to RealPE, Joe Wicks, Cosmic Yoga, DCFC Community Pages amongst others. A Weekly Wake and Shake video was also uploaded for families to take part in.</p>	<p><u>For 20/21:</u> Assess the impact of classes remaining in bubbles will have on active learning and play opportunities.</p> <p>Develop with all staff strategies to increase whole class physical activity.</p> <p>Build a range of in-house CPD to support MDS in play activities.</p> <p>Review range of Lunchtime Clubs offered to encourage physical activity ready for when they re-start.</p> <p>Ensure vulnerable / disadvantaged children do not miss Wake and Shake / Classroom Physical Activities / Lunchtime activities due to interventions on a regular basis.</p> <p>Review possibility of holding a Race for Life in 2021</p>

			<p>Due to the age of our children this method of sharing both our regular PE lessons and opportunities to be Physically Active, encouraged whole family participation in regular physical activity.</p> <p>The planned Y2 Resilience training did not take place – it was supplemented by ELSA wellbeing activities as part of Whole-School Weekly Wellbeing in Summer 2.</p> <p>None of the planned activities - MIS Sports Day, Y2s attending Junior Sports Day, MIS Sports Week and the Olympics themed term – took place. The planned Race for Life was also cancelled.</p>	
		£10296	<u>Total Spend</u>	

Key Indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 10%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure PE is included in Star student assembly every week to increase whole school awareness of the importance of PE and Sport to encourage all pupils to aspire to being involved in the assemblies.</p> <p>Continue with the PE display in the hall to raise the profile in school and show case what we have done.</p> <p>Role models - local sporting personalities to come into school so pupils can identify with success and aspire to be a local sporting hero.</p> <p>Take part in local and national sport events.</p> <p>Raise the profile of PE across school with update information going on Facebook and showcased within the hall display.</p>	<p>Achievements celebrated in Assembly (linked to the star standards).</p> <p>PE display up, showcasing work.</p> <p>Find which local personalities the pupils relate to and invite them into school.</p> <p>Staying up to date with local</p>	<p>TLR for PE lead £1300</p>	<p><u>Spring Term Review</u> External sporting achievements are celebrated within school during Thursday assembly.</p> <p>Two teams of YR children attended the Early Racers cycling event at Swadlincote.</p> <p>EYFS setting encourages physical activity through continuous provision – there are no chairs, so children stand or move whilst learning through their play. The outdoor provision has a wide variety of opportunities to develop gross motor skills and core strength and stability.</p> <p>Drummercise has been very popular with staff and children and parents have joined in a session. The popularity has resulted in a boost to mental wellbeing for that period of time Drummercise Staff Meeting to boost well-being</p> <p>DCFC Rammie attended World Book Day (March 5th) to promote reading for pleasure.</p> <p><u>Summer Term Review – Impact of Covid-19</u></p>	<p>For 20/21 Drummercise was identified as being beneficial to all in terms of physical and mental wellbeing – need to review how we can capture this and promote it across the whole PE Curriculum.</p> <p>Continue to promote PE in Star Student assemblies – PE is to have same focus and importance as academic achievement.</p> <p>Identify ways to increase physical activity in KS1 classrooms.</p>

<p>Celebrate children’s external sport achievements through certificate assembly – giving it the same focus and importance as academic achievement.</p> <p>Improve mental health and well-being of staff and children through PE and school sport.</p> <p>Lay foundation of on-going enjoyment of PE in EYFS through offering active choices in continuous provision</p> <p>Work with English lead to raise academic attainment in Reading with Read with Rammie Scheme (DCFC Mascot)</p> <p>Improve characteristics of learning by:</p> <ul style="list-style-type: none"> - improving the general fitness of all children in school - increasing the confidence of all children in PE - increasing knowledge and understanding of benefits of PE for all children - Promote star standards through REAL PE - Increase emotional mental health and well- being of all stakeholders 	<p>and national initiatives.</p> <p>Regular updates on newsletters, website and Facebook page.</p> <p>Take part in Mental Health Days in October and May.</p>		<p>For the children who attended school during Covid-19 restrictions – just over 50% of all MIS children - outdoor learning and physical activity formed the heart of our ‘bubble-based’ activities.</p> <p>As part of the home learning activities sent to all children by the school, there were daily opportunities to learn actively (cross-curricular songs and dances, scavenger hunts etc.) plus links to RealPE, Joe Wicks, Cosmic Yoga, DCFC Community Pages amongst others. A Weekly Wake and Shake video was also uploaded for families to take part in.</p> <p>Due to the age of our children this method of sharing both our regular PE lessons and opportunities to be Physically Active, encouraged whole family participation in regular physical activity.</p> <p>We did not take part in the Mental Health and Wellbeing day in May, however all children were support in this through the ELSA wellbeing activities as part of Whole-School Weekly Wellbeing in Summer 2.</p> <p><i>Evidence shows that being active at school... • Builds confidence • Relieves stress • Strengthens muscles and bones • Improves concentration • Increases attainment • Improves attendance • Increases fitness • Develops skills • Enhances wellbeing • Boosts happiness</i></p> <p><i>Putting PE at the heart of the School will support all children to:</i></p> <ul style="list-style-type: none"> • <i>Achieve across the whole curriculum</i> • <i>Develop Personally – confidence and positivity</i> • <i>Develop Social Skills</i> • <i>Have a Better Outlook on life, health and wellbeing</i> • <i>Lead – make informed decisions</i> <p style="text-align: right;"><i>(taken from AfPE)</i></p>	<p>Encourage Stand Up Learning across the whole school, not just in Continuous Provision of EYFS and Year 1 – all learning to be active and be indoor / outdoor (active register / phonics hunt / sorting / presenting information). Also find ways to record/write not sat on our bottoms (write on paper stuck to walls / make videos / tummy time).</p> <p>Identify less active children in EYFS and provide opportunity to engage them in active learning</p> <p>Liaise with PHSE lead (JS) to incorporate physical activity in any mental health and wellbeing focus in order to improve in the characteristics of learning and support the SIP and the ongoing whole school curriculum review.</p> <p>Start the groundwork in order to achieve the Gold Healthy Schools Rating in 21/22</p>
		£1300	<u>Total Spend</u>	

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport				Percentage of total allocation: 25%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps
<p>In order to improve progress and achievement of all pupils the focus is on up-skilling the staff.</p> <p>All staff will undertake the REAL PE scheme</p> <p>Introduction of Drummercise sessions to up-skill staff</p> <p>Plan sports week including outside agencies to upskill staff during the week.</p> <p>Conduct PE Interviews with all teaching staff including HLTA's</p> <p>Provide training for all staff in an area highlighted from PE interviews.</p> <p>Provide play training for all midday supervisors.</p> <p>PE lead to attend termly briefings</p> <p>DCFC to begin work shops with year 2 and reception. To help promote health and well-being.</p> <p>SEN TA support during PE</p>	<p>Book time to interview all teaching staff on PE.</p> <p>Identify the local centres that are running courses Identified.</p> <p>Ensure all identified staff are enrolled.</p> <p>Establish dates when cover is required and appoint cover staff.</p> <p>Ensure that time is provided for school based working.</p>	<p>AfPE £100</p> <p>REAL PE £250</p> <p>DAPED £1000</p> <p>HLTA Training £250</p> <p>SENTA Support £1500</p> <p>Drummercise £1200</p>	<p><u>Spring Term Review</u> REAL PE lessons take place in all year groups, informal feedback has been given that this is not going well and staff are not enjoying it as a scheme of work.</p> <p>Drummercise is very popular among staff in KS1 (YR not yet received sessions)</p> <p>HLTA (JP) taking part in 4 days of PE training across the academic year covering a range of skills and knowledge.</p> <p>YR have received fundamentals training from DCFC to support staff in delivering a broad and balanced EYFS PE curriculum.</p> <p>2 TAs are now involved in 1:1 SEN support during PE and physical learning (CM / JS)</p> <p><u>Summer Term Review – Impact of Covid-19</u> All teaching staff (including HLTA/TAs) and the majority of MDS were present in school and took part in the physically active learning during Covid-19 restrictions</p> <p>Due to restrictions on the movement of staff around bubbles and social distance requirements, interviews and CPD did not take place. Nor did any attendance of external agencies.</p> <p>Planned external CPD and PE briefings were also cancelled. Online Webinars provided by AfPE were attended by LF</p>	<p><u>For 20/21</u></p> <p>Staff Skills Audit and Opinions Questionnaire</p> <p>Review options on ways of delivering the REAL PE scheme. Develop in-house materials and CPD to support staff in delivering REAL PE</p> <p>Identify ways of incorporating Drummercise into future PE practice and lessons.</p> <p>Share knowledge acquired during CPD with all staff including HLTAs</p> <p>Build a range of in-house CPD to support MDS in play activities.</p>
		£4300	<u>Total Spend</u>	

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: Included in above sections
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport Opportunities with a focus on Physical Activity increasing wellbeing.</p> <p>Drummercise enhancement offered to all children over the academic year</p> <p>Bikeability / Early riders to come in and train the reception children and up-skill staff</p> <p>To offer wide range of activities at playtime for the children and to zone off the playground to allow safe and inclusive use of the space.</p> <p>Continue 'go-noodle' incentive within school.</p> <p>Sports week provides children experience of a wide range of 'new' sports.</p>	<p>Staff up-skilled.</p> <p>Arrange a pupil survey to ascertain what pupils would like.</p> <p>Involve external coaches to work with staff in clubs.</p> <p>Continue go-noodle incentive</p>	<p>Additional workshops/ visitors – funding included within above figures</p>	<p><u>Spring Term Review</u> Already offered in school this academic year:</p> <p><u>External Provision</u> Drummercise (BLT / GLT) DCFC Fundamentals (EYFS) Cricket (BLT) Bikability (EYFS)</p> <p><u>In-House</u> Go-Noodle / Wake & Shake Lunchtime Activities REAL PE</p> <p><u>Summer Term Review – Impact of Covid-19</u> The Home Learning packs highlighted to staff other resources that can be used in classrooms and ideas for activities outdoors (Cosmic Yoga / BBC Super Movers / Scavenger Hunts etc.) in addition to what was already in place.</p> <p>The MUGA was completed and used by children in school during Covid-19 restrictions – it was very popular with children and staff.</p> <p>Sports Week did not take place – contact has been made with possible outside agencies for the future (RugbyTots / Premier Sports).</p> <p>Due to restrictions placed on the 'bubbles' not all children had access in school to quality outdoor learning areas suitable for year-round use. This knowledge has formed part of our planning for 20/21.</p>	<p><u>For 20/21</u></p> <p>Carry out Pupil Voice</p> <p>Increase RealPE to full subscription to cover EYFS Fundamentals, Dance and Play as well as Home-School opportunities.</p> <p>Review Dance SoW to see what we already have in-house to complement topics.</p> <p>Timetable MUGA for PE lessons</p> <p>Rota and Section off playground for Playtime and Lunchtime use ensuring access to all resources for all children</p> <p>Identify additional sports / activities for all children (Orienteering / Rugby / Golf / Cricket / Basketball etc.)</p>
			Total Spend	

Key Indicator 5: Increased participation in competitive sport				Percentage of total allocation: 5%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase the amount of intra-school sport in school.</p> <p>To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.</p> <p>To take part in more festivals and to raise the profile of these festivals.</p>	<p>- Arrange friendly competitions with in school.</p> <p>- Go to majority of EYFS and key stage 1 events offered.</p>	<p>Affiliation to South Derbyshire - £900</p>	<p>Two teams of YR children will attended the Early Racers cycling event at Swadlincote in March 2020</p> <p>Summer Term Review – Impact of Covid-19</p> <p>Due to restrictions placed on the ‘bubbles’ not all children had access in school to quality outdoor learning areas suitable for year-round use. This knowledge has formed part of our planning for 20/21.</p>	<p>Future / Ongoing Actions</p> <p>Identify ways to increase competition within school - virtually is not possible in person</p> <p>Identify more local sporting festivals and attend them</p>
		£900	Total Spend	
Other Indicator identified by school: Additional Swimming				
N/A				

<u>Key Indicator</u>	<u>Percentage of Total Allocation</u>	<u>Allocated Budget</u> £	<u>Actual Spend</u>	<u>Variation</u>
1: Engagement of all pupils in regular physical activity	60%	10400	£10296	£104
2: The profile of PE and Sport being raised across the school as a tool for whole school improvement	10%	1740	£1600	£140
3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport	25%	4334	£4300	£34
4: Broader experience of a range of sports and activities offered to all pupils	N/A - included as part of other Key Indicators			
5: Increased participation in competitive sport	5%	850	£900	-£50
Totals		17324	£12357	£228