

Action Plan and Budget Tracking

| Academic Year: 2020/21 | Total fund allocated: £18900 | Date Updated: July 2021 | | |
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| Key indicator 1: <i>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.</i> | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To increase the number of active children within school (with a focus on the use of equipment during playtimes). | Purchase resources to further encourage active playtimes. | £344 | The resources purchased helped to support increased activity levels across all age ranges. The supporting storage and barrows were an ideal addition during the lockdowns and also regarding other requirements with rotation, cleaning and isolation of resources. The resources for EY are being used and some additions to this equipment have been requested for next year. Resources for problem solving and challenge have provided stimulating physical activity during 'independent' (unstructured) time. | The resources purchased will be retained over the coming years and depending on the situation with regard to 'bubbles' and lockdown, the storage solutions are a great addition to our physical activity time. EY have requested some other outdoor provision resources and the benefits and impact of current resources will be monitored before deciding on other resources at this age. The football goals will allow the continuation of football during |
| | Barrow to allow movement of equipment to maintain high quality PE sessions and physical activity times. | £300 | | |
| | Storage boxes within the playgrounds enable the effective movement of resources around school (linked to COVID restrictions and quarantine of resources). | £2,004 | | |
| | Physical activity resources identified for KS1 which are linked to problem solving and challenge | £658 | | |
| | Resources for EY focus around fostering higher levels of | £2,442 | | |

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| | <p>activity in outdoor provision with a focus on gross motor skills.</p> <p>Use of football goals to provide a competitive opportunity during playtimes.</p> <p>Further Table tennis equipment to provide the increased range of sports on offer during playtimes.</p> | <p>£204</p> <p>£849</p> | <p>The different age specific football goals have been a very popular addition (especially with the timetabling of lunchtimes and playtimes (being bubble specific). This has allowed a greater range of equipment to be used by more children and has helped to provide a stimulus for groups of children.</p> <p>Similar to the football goals, the table tennis equipment has maintained a resource for a wide range of pupils.</p> | <p>unstructured times, but will also allow for the use of the equipment during lunchtime or afterschool clubs. This is particularly important if 'bubbles' remain which will mean that multiple year groups will be able to access age specific equipment.</p> |
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Key indicator 2: *The profile of PE and sport being raised across the school as a tool for whole school improvement.*

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
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| <p>An increased awareness of the children for the benefits of an active lifestyle.</p> | <p>Playtimes more 'structured' activity and adult led. Resources mention in Key indicator 1 will also help with this.</p> <p>Access to staff training and CPD opportunities to develop PE and physical activity through the local cluster membership and SSP.</p> | <p>See Key indicator 1</p> <p>Conyers partnership by in £420</p> <p>Stockton SSP £1,898</p> | <p>See Key indicator 1.</p> <p>Staff have had access to the virtual CPD and festivals. This has had significantly reduced compared to previous years, however the home school offer was seen as a</p> | <p>This is an area that we will be focusing on as a school to develop the competitive aspect of physical challenge. Hopefully this will be through participation at festivals, however if the virtual offer is still in place, then developing this aspect will be an area to focus on.</p> |

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| | Continue with school Sports clubs where possible. Use of Football goals with the Football club. | £1,500 | positive. Resources have been available from the partnership, with some festivals more suitable than others. We were able to run the cross country festival as a school based activity with the children able to compete against other schools based on a comparison of time. | In previous years, we have developed links with other local clubs and hopefully this will be another area that we can pursue, using the Sports Partnership for guidance with an increased range of sports which should help to raise sport across the school further. |
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| Key indicator 3: <i>Increased confidence, knowledge and skills of all staff in teaching PE and sport</i> | | | | |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Increase confidence and knowledge of staff to deliver PE in particular areas. | Use Dance to promote creative movement in Upper School leading to production of a remote performance. | £440 x 6 = £2,640 | Links made across the curriculum. Staff upskilled and performance celebrated across the community (which links to raising the profile of PE within the school community). Use of YP Nation to promote this. | Staff have developed their knowledge and skills in this area to help deliver future events, virtual or otherwise, which can help to provide an 'end-of-topic' presentation. Other key stages have been identified for support in this area and we will assess the budget to determine whether this opportunity could be provided or whether staff accessing the delivery could support with this. Staff questionnaires have identified 'street dance' as an area that staff would like to develop through CPD or training and this is something that we will have to consider. |
| Key indicator 4: <i>Broader experience of a range of sports and activities offered to all pupils</i> | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |

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| <p>Provide the children with a broader experience by introducing them to a greater range of sports.</p> | <p>Introduce badminton to curriculum for KS2 (purchase of racquets, nets/posts)</p> <p>Purchase whole year group sets of appropriate sized tennis rackets and balls to allow development of tennis in KS1.</p> <p>During lockdown 1, we identified that the remote offer more authentically matched the in-school offer for core subjects, so for subsequent lockdowns we matched the offer in and out of school. We used coaches to prepare the online offer, which better replicated the school PE lessons.</p> | <p>780 680 750 750 750 760 £4470</p> | <p>Badminton proved popular and during Pupil voice it was listed as one area where an increase in the amount of time spent playing badminton would be well received.</p> <p>KS1 accessed the new equipment and the introduction of tennis proved popular, linking with Key indicator 2 of the profile of PE being raised.</p> <p>The offer was very popular and also allowed to create a 'competitive' environment for home learners.</p> | <p>Consider the amount of time dedicated to badminton. Possibly target specific year groups if conflict with tennis. Contact Tennis club to deliver tennis sessions to upskill staff as turnover since last time the sessions were delivered. This could lead to the use of the tennis resources for an afterschool or lunchtime club. Consider the purchase of more nets to allow for an increased number of children participating at one time.</p> <p>Consider how we could use the home lockdown offer to support activity at home (possibly as homework or as active challenges which could be linked to virtual competition within the school/trust community).</p> |
| <p>Key indicator 5: <i>Increased participation in competitive sport</i></p> | | | | |
| <p>School focus with clarity on intended impact on pupils:</p> | <p>Actions to achieve:</p> | <p>Funding allocated:</p> | <p>Evidence and impact:</p> | <p>Sustainability and suggested next steps:</p> |

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| | <p>Increased participation in competitive sport in cluster and regional competitions.</p> <p>External tournaments to be attended where possible (outside of the SSP package).</p> <p>The use of the football goals during lunchtime football club will enable competitive activity within bubbles.</p> | <p>See previous cluster allocation.</p> <p>See previous indicator</p> | <p>Some of the resources and challenges from the SSP were used during home learning, but this area had little impact due to COVID.</p> <p>Pre-lockdown we did have an intra-school competition which linked to a 'virtual' competition with other schools in the area. This proved popular.</p> | <p>This is an area that we would like to pursue, where possible next year, with an increased number of children participating in the range of sports offered. (See previous indicators).</p> <p>Using the 'virtual' competitions to provide the competitive activity for the children is something that will need to be developed if the situation next year is similar to this year.</p> |
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Reporting on swimming in Y6

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| Meeting national curriculum requirements for swimming and water safety | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters? | 82% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 65% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 46% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | No due to Covid. |