

Action Plan and Budget Tracking

Academic Year: 2021/22	Total fund allocated: £18,830	Date Updated: July		
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.	DFC after-school clubs Within each year group, each child is given the opportunity to attend an afterschool dance or sport club. These clubs will take place once each over the course of the year.	£3600	A large focus during lockdown was to provide children with the opportunities to maintain physical activity. When they returned to school, the promotion of the daily mile and Joe Wicks sessions helped with this. As the opportunity for after-school clubs was realised, it is our intent to provide opportunities above and beyond the curriculum time to develop skills, but to also promote physical activity and the benefits regarding this. Uptake of clubs was positive, number of child places: Reception = 40, KS1 = 51, Y3=25, Y4 = 21, Y5 = 30, Y6 = 24.	We intend to continue the increased number of children taking part in physical activity (beyond curricular time). We will review the offer and target our least active children to appeal to their interests.

	Playground resources	£1000	<p>Playground resources are something which proved beneficial during the lockdown period and are a vehicle for us to promote physical activity, especially around the initiatives of 'My Personal Best.' By purchasing extra resources it allows the children to remain physical active and stimulated by a rotating provision of resources. Staff report a positive attitude towards physical activity (through subject surveys) and the use of playground resources to support this. Y4 reported good uptake of the circus skills based resources which supported their work from the circus skills workshop.</p>	<p>For sustainability and next steps we have identified types of equipment linked to physical activity units and intend to incorporate some of this equipment for use during break times, which will support work during PE lessons – this will be monitored, reviewed and adjusted as necessary.</p>
	SAQ resources	£750	<p>Physical activity, stamina and fitness is an area of focus and to help support this we have targeted a whole-school focus during Spring 1 where each year group will access Speed, Agility and Quickness sessions. In order to promote this, we have ordered specific equipment to</p>	<p>Skills and fitness associated with this area will help develop other areas of PE and this whole-school approach to a particular area of PE helped to promote PE within school. We</p>

			develop the skills within this area. This area of PE was well received by both children and staff. The resources allowed teachers to implement the progressive skills from the Complete PE lesson sequences.	extended this approach to the OAA area of PE (which used the Complete PE resources and planning to support) and this had positive impact. This is something we will look to promote in the next academic year as year groups can now support each other.
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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:
Increase the profile of PE with both staff and children. Children to be made aware of the different opportunities available to them.	Access to staff training and CPD opportunities to develop PE and physical activity through the School Sports Partnership (SSP) . Complete PE subscription (CPD sections)	Stockton SSP £2,259.60 £1512	The use of CPD to lead to whole-school improvement is something that we will address using the CPD opportunities made available with the SSP link and also using the virtual resources made available through the Complete PE subscription. Access to the festivals provided by the SSP have led to an increased profile of PE within the school due to the success and participation of individuals within these events, especially in the field of girls football – previously underdeveloped.	Staff have identified areas of PE that they want to develop and can sustain their current areas of expertise. This will inform training moving forward.

	Playground development (fitness focus)	£1803	medals at this event. Through developing the physical spaces within the playground (in conjunction with the playground resources mentioned in the previous indicator) this should lead to raising the profile of PE throughout school. The resources and playground development have led to an increase in physical activity and have helped to promote this throughout school (alongside other initiatives such as the daily mile).	The resources and initiative used are something which will continue and are sustainable, however we will have to monitor enthusiasm towards these resources and initiatives so that the children are engaged and enjoy the activities.
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Key indicator 3: <i>Increased confidence, knowledge and skills of all staff in teaching PE and sport</i>				
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 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).	Children and staff will continue to receive dance development, however we will look at using contemporary dances for storytelling (with cross – curricular links).
	Circus skills workshop	£185	Year 4 wanted to raise the profile of PE and link with their curriculum. To aid this, they have booked a workshop to develop coordination through 'circus skills'. This will then give them the opportunity to develop their own practice so that the investment in the workshop develops the skills of staff. Staff reported that the children enjoyed developing their physical skills (coordination and balance, throwing and catching) in a 'different' environment compared to the typical 'games'. As	Staff feedback was very positive, but this needs to be sustainable, therefore a different 'physical workshop' will be looked at for next year, with the targeting of other teachers to develop their practice. Staff involved in the workshop to share their learning with other staff members during PD time and model beyond their year group.

			resources were also purchased, children were able to continue their development within their free time during break times.	
	Sustainable resources (EY)	£1019.40	Development of physical strand within EY. To increase the specific movement and skills and to finesse the outdoor offer. Sustainable resources were used to support the removal of non-sustainable resources. 92% of the cohort achieved this strand (an increase of 20%).	Sustainable resources which can be used in the future.
	Complete PE package	See previous Key indicator	As mentioned in the previous indicator, the subscription will be used to provide staff with opportunities to develop their skills through CPD opportunities. The Complete PE package also helps staff to map the curriculum and ensure that there is progression of skills through	To continue with the Complete PE package, but to focus on the coaching and umpiring aspects (where appropriate) as well as developing the My Personal Best and Leadership qualities through Upper School

			high quality resources. Through the Complete PE package, staff are also able to make links between sessions and the qualities of the 'My Personal best program'. Staff have benefitted from having a base to develop learning from. Differentiation has been more successful so that all children can achieve and the videos have enabled staff to share lesson goals with confidence.	when sharing activities with children in Lower school.
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Key indicator 4: *Broader experience of a range of sports and activities offered to all pupils*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide the children with a broader experience by introducing them to a greater range of sports during playtimes, curriculum time and also during after-school clubs.	<p>Circus skills</p> <p>Playground resources</p>	See previous indicators for allocated funding.	<p>Children in Year 4 will have the opportunity to develop movement and coordination via the circus skills workshop.</p> <p>Playground resources (of a different variety) to those previously ordered will enable children to develop their skills within different contexts.</p>	See previous section.

Key indicator 5: <i>Increased participation in competitive sport</i>				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase the number of children involved in competitive sport.	<p>Cluster package Increased participation in competitive sport in cluster and regional competitions. External tournaments to be attended where possible (outside of the SSP package).</p> <p>Festivals, travel and staffing (including Yarm Fun Run)</p>	<p>Conyers Cluster £415</p> <p>£2000 allocated (inc. Yarm Fun Run £196)</p>	<p>Children will have the opportunity to develop their skills in competitive environments during festivals organized by the local cluster and SSP. This is something which was not possible during the previous lockdowns and is an area where we took increased numbers within the guidelines and school organisation. The Yarm Fun Run allowed us to develop our community links (as well as the children who visited the workshop for increasing physical activity). This occurred towards the end of the year which helped to promote the focus on physical activity. A success was also identified by the numbers of girl footballers from Year 6 who were very successful in the festivals that they entered. The promotion of physical activity during break times and during the</p>	<p>To continue with the cluster package as it allows us to deliver competitive sport to our children.</p> <p>Yarm Fun Run is something that we would like to continue, but to increase the number of runners that we can enter, particularly with the increased demand in this area. We will also look to widen the search to other local events which can promote Team Yarm, physical activity and my Personal best as well as developing links within the local community.</p> <p>We will look to enter other festivals (where appropriate) to increase the number of children who have the opportunity to take part in competitive sport).</p>

			<p>lunchtime football club encouraged them to take part and enter these festivals. As covid rates decreased in term 2(2) we arranged some cluster football games.</p>	
	Lines on playground	£1550	<p>Lines are to be painted on the different playtimes which include designated pitches and grids for organised games. These will be used during playtimes to help provide structure for some competitive sport, but will also help with organization of competitive games within PE lessons.</p>	<p>Sustainable and staff to look at how their use can be modelled to show different ways children can remain physically active whilst using them.</p>

Reporting on swimming in Y6

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?	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63%
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. Moving forward, as this program has been significantly impacted by Covid, our rationale for our 21/22 offer was for Y4 to have all of the sessions and in 22/23 we will move the intended offer for Y3 to Y4 so this cohort will not miss out. We are relocating to new community swimming pools and will look at the chance of extra sessions.