

Support for review and reflection - considering the 5 key indicators from DfES, what development needs are a priority for your setting and your ts now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements: September 2018 to July 2019	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ➤ Improved intense activity; cardio awareness and fitness ➤ Improved spatial awareness and sequence construction ➤ Improved invasion and game skills ➤ Improved understanding and presentation of dance techniques ➤ Improved awareness of dance within other cultures and respecting beliefs ➤ Improved technical language to describe movements ➤ Improved physical competency with the basic skills ➤ Improved enjoyment and independent in selecting and taking part in physical activity. ➤ Improved cycle skills; transferred to outside school ➤ Improved pupil focused gross motor skills 	<ul style="list-style-type: none"> ➤ Developing core skills ➤ Developing fine and gross motor experiences to develop strength ➤ Develop gymnastics ➤ Develop athletic skills ➤ Develop EYFS PE curriculum ➤ Build on cycle skills and include in the PE curriculum ➤ Develop pupil voice and PE assessment

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and ev of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2019/2020	Total fund allocated: £ 17,050	Date Updated: January 2020		
<p>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</p>				Percentage of total allocation: %
<p>School focus with clarity on intended impact on pupils:</p> <p><u>Premier Sports PE – held every week so each class has coached PE for two terms. To:</u></p> <p>Provide all pupils across the school with a wide range of quality sports indoor and outdoor experiences.</p> <p>Provide pupils with the opportunity to develop their personal best scores and improve areas in coordination, equipment control and self-regulation and use of space in a specified area/pitch.</p> <p>Provide children with a qualified coach who is an excellent role model that inspires pupils to ‘have-go’ to learn specific skills</p>	<p>Actions to achieve:</p> <p><u>The actions that all sport/physical activities aim to achieve this year.</u></p> <ol style="list-style-type: none"> 1. To widen all pupil’s knowledge and confidence in small games involving attacking and defending areas. This will involve pupils understanding and using specific tier 2 vocabulary to access the games/skills being taught. 2. To raise self-esteem and develop a ‘Tough Tortoise’ approach to being resilient and problem solving in physical activities. 	<p>Funding allocated:</p> <p>£2,325 £1,295 £2,325</p>	<p>Evidence and impact:</p> <p>From Term 3 March 20th 2020 School entered Lockdown due to Covid 19 global pandemic.</p> <p>Children’s confidence to take part in small games and apply throwing and catching skills improved. This was recorded through number of times the ball/ object was in control and less misses were observed.</p> <p>Children’s resilience to take part in a competitive challenge improved and those who required extra support from a TA joined in with additional gross motor activities.</p>	<p>Sustainability and suggested next steps:</p> <p>There was a change in the coach so the level of activity to gain physical fitness was observed. (Additional PE sessions were run by staff following the same skills begun with the coach).</p> <p>Alternative coaches will be sought.</p>

<p>and techniques so they can be successful in a sport.</p> <p>Provide equal opportunities for all pupils to take part and enjoy physical activities with their peers.</p>	<ol style="list-style-type: none"> 3. To recognise strengths and weaknesses and areas that pupils would like to make stronger and advance in. 4. To foster 'Action Ant and Mindful Mole' attitudes that they care for their physical development and those of their peers. They see sport and being active as part of a healthy life style. 5. To enjoy sports and being physical, and to improve pupil's level of fitness through beginning to understand cardiovascular activities, personal bests and increasing stamina. 			
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<p><u>Premier Sports to Run an After School Sports Club each week. To</u></p> <p>Provide pupils the opportunity to further develop their sporting skills and love of sport in an hour's session led by a professional coach.</p> <p>Provide pupil's the opportunity to make new friends and extend social groups across KS1 in physical activities.</p> <p>Provide pupils the opportunity to develop and strengthen their talents and joy in sports.</p> <p><u>Premier Sports Lunchtime clubs three times a week. To:</u></p>	<p>1. To be inspired to take sports learnt beyond the school day in to after school clubs and hobbies in their home life.</p>	<p>£ 1,575</p>	<p>This was well attended with on average 16 out of the 20 spaces being filled. Parent and pupil feedback was good as they enjoyed the sports. Vulnerable groups were encouraged to join and this worked well when possible.</p>	<p>This was a success and met our aim to provide all children who wanted an active session after school the time to do this.</p>
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<p>Provide pupils the chance to enjoy sports during the school day with their peers across all year groups.</p> <p>Provide regular opportunity to have coaching to improve specific skills and to feel good about sport.</p>	<ol style="list-style-type: none"> 1. To enjoy taking part in sport activities three times a week. 2. To be active at least 30 minutes a day. 3. To give MDS confidence to play games with the children when Premier Sports are not in the playground. 	<p>£1,110 £1,080 £1,110</p>	<p>This enabled all children to take part and feel part of a team 3 times a week. The children who have a passion for sport enjoyed the opportunity to play across years. Led by the coach they extended fun games using skills identified for focus in the lessons.</p>	<p>This is an opportunity to increase physical action and joy of sport is something we wish to continue.</p> <p>The downfall arose when there was a lack of consistency between the coaches leading the groups.</p> <p>I will seek alternative coaches.</p>
<p><u>Active Play during Morning Break and Lunch Break. To:</u></p> <p>Provide children with sport equipment for self-initiating play.</p> <p>Provide boxed equipment for easy access and use.</p> <p>Provide zoned areas for safe play.</p> <p>Provide core strength</p>	<ol style="list-style-type: none"> 1. To foster independence and a way of life to select sport activities with friends. 2. To manage and create rules and see the importance of rules. 3. To apply and use their sporting skills creatively in their own games and learn to cooperate and use 'Super Squirrel Skills' to create a pitch, set up 	<p>£900</p>		

<p>Provide children with a voice to select games and activities that pupils would like to develop from their PE lessons.</p>	<p>equipment and organise teams.</p> <p>4. To foster an understanding and need to take care of property linked to our Golden Rules.</p> <p>5. To foster our school values of respect, love and perseverance in sporting activities.</p> <p>1. Through the School Council and Collective Worship, children voice their ideas for skills they want to develop and select the equipment that would be needed to achieve these.</p> <p>For example:</p>		<p>This was started and plan in place with the reorganisation of the PE Shed.</p> <p>This area links to one below regarding Play Zone Boxes.</p>	<p>To be continued.</p>
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<p><u>Bike Ability. To:</u> Provide continued development from last year assessments for Year 1 and Year 2 to develop their confidence riding a bicycle. To provide Foundation with initial experience learning to ride a bicycle.</p>	<p>Hand-eye coordination – target work, throwing and catching, football skills, batting.</p> <ol style="list-style-type: none"> 1. To develop coordination and confidence to ride a bicycle safely. 2. To build on strengths and weaknesses to gain personal achievement. 3. To negotiating obstacles and space safely. 4. To problem solve situations and coordinate breaking, pedalling and observation whilst moving. 	<p>£900</p>	<p>Unable to go ahead due to Covid 19</p>	
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<p><u>Dance in KS1. Each class has dance lessons, once a week, linked to the curriculum for 3 terms. To:</u></p> <p>Provide a variety of dance experiences to</p>	<ol style="list-style-type: none"> 5. To feel a sense of achievement in a specific skill. 6. To attain a skill that can be used outside of school and can use to be 'green' coming to school with parents and parking bikes in the bike rack. <ol style="list-style-type: none"> 1. To develop sequence and motif movements in dance. 2. Include local and global awareness of dance within cultures. 3. To improve fitness, coordination and problem solving. 4. Fostering a love of dance and a respect 	<p>£500</p>	<p>This was excellent and the assessment of children's key skills to guide gross motor target groups worked well. All KS1 children were involved in Dance and Gym activities. The impact on listening to instructions and improving coordination in sequence building tasks were skills that transferred in to the classroom.</p>	<p>To continue this success. To extend into EYFS.</p>
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<p><u>EYFS Climbing and Core Strength development. To:</u></p> <p><u>Promoting Gymnastics. Kestrel Gymnastics to coach once a week after school. To:</u></p> <p>Provide the opportunity for children to receive coaching in gymnastic skills.</p> <p>Provide opportunity to develop core strength, specific skills and balance using large equipment.</p>	<p>1. To improve pupil's core strength and coordination in foundation years.</p> <p>1. To have available safe, strong scrabbling net for gymnastic activities.</p> <p>2. To have available safe, tough gym mats for gymnastic activities.</p> <p>12 gymnastic mats</p> <p>Scramble Net</p>	<p>£1000</p> <p>£ 800</p> <p>£943</p>	<p>Achieved – small climbing apparatus was purchased and started to be used in EYFS.</p> <p>This was started and was well received by pupils. It was a great activity to offer our pupils.</p>	<p>Consider larger climbing apparatus in the playground to improve core strength for all children.</p> <p>To reintroduce.</p>
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Term 4, 5 and 6

During Lockdown Premier sport continued to provide sporting activities in Term 5 and Term 6 at the Homewood Hub for children attending.

Dance keep fit videos were posted regularly on the Dojo for families to join in with.

Joe Wicks PE videos were promoted and followed in the Hub to maintain fitness and wellbeing.

Increased physical activity through outdoor curriculum tasks on the Homewood site using their extensive grounds.