

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

| Key achievements to date:   | Areas for further improvement and baseline evidence of need:   |
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| <ul style="list-style-type: none"> <li>• Staff confidence and knowledge has improved through training and as a result this has resulted in increased quality of some PE lessons. Whole Staff gym CPD ensured high quality delivery of PE lessons.</li> <li>• Staff have utilised high quality equipment and resources to ensure high quality teaching has taken place</li> <li>• Pupils have been re-engaged with extra-curricular clubs and competitive sports following COVID-19</li> <li>• Lunchtime supervisors have used their training from the previous academic year and as a result there has been significant participation at break and lunch times. High quality equipment and resources arrived after a log delay (COVID-19) to ensure inclusive sports offered.</li> <li>• Pupils and staff had experienced a number of different opportunities to work with outside agencies.</li> </ul> | <ul style="list-style-type: none"> <li>• All pupils to receive a broad PESSPA experience.</li> <li>• Staff CPD in the Spring term to maintain high quality teaching and learning of PE. All children to receive high quality PE lessons, 2 hours a week. Re-engage pupils by offering a wider variety of sports during extra-curricular time.</li> </ul> |

| Meeting national curriculum requirements for swimming and water safety  | Please complete all of the below:  |
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| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?       | 26% (lower than previous year's 32% as the current Y6s missed their swimming in 2020-21 due to COVID-19) |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 21%  |

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| <p>What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?</p>   | <p>Not assessed due to COVID</p> |
| <p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p> | <p>No</p>                        |

## Action Plan and Budget Tracking

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

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| Academic Year: 2021/22   |  | Total fund allocated: £21,380             |  | Date Updated: June 2022   |                                 |
| <p><b>Key indicator 1:</b> 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: |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:  | Funding allocated:                        | Evidence and impact:   | Sustainability and suggested next steps:  |                                 |
| To use TWINKL MOVE planning to ensure consistent, high quality, and well-resourced lessons are delivered.  | <p>Teachers to continue to use the planning and subject leader (AMJ) to support staff where necessary.</p> <p>AMJ to monitor PE curriculum, carry out pupil and staff voice termly.</p>  | Whole school subscription covers the cost | Most teachers have become more confident using the PE planning.  | With the intention of teachers being able to use planning, resources and videos as a base to deliver high quality PE lessons across the curriculum with confidence. |                                 |
| Support the delivery of 'High Quality' PE lessons by providing resources/ equipment to ensure every child is actively engaged in physical activity.  | <p>All resources for curriculum have been updated during the year where necessary.</p> <p>AMJ to monitor and audit PE stock and create orders for new resources throughout the year. These will align with the implementation of PE curriculum</p> |   | The increased motivation of staff for PE has encouraged them to use a wider range of resources to develop their knowledge and skills when delivering PE lessons. |   |                                 |

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| <p>To provide pupils with the opportunity to complete Bikeability Level 2</p> <p>To provide swimming opportunities to children who have missed swimming curriculum due to Covid-19 pandemic.</p> | <p>AMJ to liaise with Bikeability.</p> <p>AMJ to liaise with local pools</p>  | <p>No cost</p>            | <p>This did not happen – Bikeability were unable to staff it around our residential trips</p> <p>This did not happen – local pools were unable to accommodate</p> | <p>AMJ to organise it for 2022-23</p> <p>AMJ to look into renting a pool to be placed on the school playground for 2-3 weeks in summer - elite swimming</p>                  |
| <p><b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b></p>   |   |                           |   | <p>Percentage of total allocation:</p>   |
| <p>School focus with clarity on intended <b>impact on pupils:</b></p>  | <p>Actions to achieve:</p>  | <p>Funding allocated:</p> | <p>Evidence and impact:</p>   | <p>Sustainability and suggested next steps:</p>  |
| <p>Improved access to resources and training for staff will lead to improved behaviour at playtimes (this remained a focus from 2020-21) due to equipment issues</p>                             | <p>Lunch time supervisors to receive extra training and follow up planning time</p> <p>Improved resources will widen the range of activities on offer for children to take part in active play at lunch times</p> | <p>£13033.43</p>          | <p>Children are more active at playtimes and the amount of unnecessary incident has decreased. Behaviour has improved.</p>  | <p>Continue to monitor lunch time behaviour and adapt lunchtime to ensure children are engaged over time and behaviour continues to be of a good standard at lunchtimes.</p> |
| <p>Active French sessions delivered across the school to improve French Vocab as well as provide physical activities (fitness 5 a day)</p>   | <p>MFL lead to deliver sessions at the start of every French lesson and class teacher to use the resource in the morning</p>  | <p>£285</p>               | <p>Children enjoyed these sessions and were able to develop basic skills in French alongside physical activity.</p>   | <p>Sessions to continue next year MFL lead to share resource with new staff</p>  |

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| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |                    |  | Percentage of total allocation:  |
|   |  |                    |  | 2%   |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:   |
| All staff to attend high quality PE CPD with subject coordinator, which will ensure that lessons are consistently high quality across all key stages.<br><br>Positive PE to offer Specific Gymnastics CPD to class teachers (2 classes each term)           | PE coordinator to complete a questionnaire with staff to identify weaknesses and provide targeted training.  | £1770              | Staff who attended the training were more confident in delivering aspects of the curriculum.<br><br>Some issues due to COVID-19 not all PE meetings were delivered.  | Training to continue next academic<br><br>Positive PE to support different year bands.   |
| -Dance teacher to work alongside Class teacher in y6 to plan and deliver activities linked to PE curriculum and to assess effectively - children access good quality dance lessons - school adults receive high quality CPD to enhance their teaching of PE | Dance specialist one afternoon a week to deliver dance curriculum alongside school staff in Y6 for summer term   |                    | Dance lessons have been better planned this year and delivered to a good standard<br><br>Children enjoy PE and are beginning to make good progress in skills development.                                      | CPD developed further for all staff which is bespoke to individual needs   |
| Staff to work with external coaches during Physical Health Days and Dance coaching lessons. Use skills learnt in own teaching<br><br>Carried over from 2020-21 due to Covid-19  | School focus event over 2 weeks in with coaches from a range of sports invited in to work with children across a range of sports. Opportunity to observe specialist coaching sessions. | £12,124            | Children to each experience at least 6 sports.<br><br>Children to receive coaching from external sports coaches.<br><br>KS2 children to take part in one 2 outdoor adventurous activity event off school site. | Book coaches and sports well in advance<br><br>Plan timetable and staffing for offsite visits, so all children get to experience all sports. |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |  |                    |  | Percentage of total allocation:  |
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| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:   |

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| <p>To offer a broad and balanced PE curriculum.</p>  | <p>Replace and renew PE equipment and resources as required to deliver the PE Curriculum.</p> <p>Sports Coordinator to ensure PE assessment tracks pupils' skills and builds on prior knowledge.</p> | <p>£15416.93</p>   | <p>Children across the school have the opportunity to participate in extra sport and compete against other schools.</p> <p>Increased range of sporting opportunities across the school.</p> | <p>Detailed planning shared with teaching staff.</p>   |
| <p>To offer a wider range of extra-curricular activities so pupils have new experiences.</p> | <p>Pupil voice to inform possible interests.</p>   | <p>£5647.25</p>  |   | <p>Ongoing reflection &amp; evaluation on types of provision offered to maintain children's interests.</p>                                       |
| <p>To organise a Commonwealth Games festival</p>   | <p>Organise coaches to deliver sports that will appear in the Birmingham Commonwealth Games 2022</p>   | <p>TBC (invoices have not been fully received) £1000 allocated</p> | <p>Children will experience a wide range of activity</p>  | <p>The Commonwealth Games is every 4 years, but hopefully they will have an interest in sporting events such as the Olympics and World cups.</p> |

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| To offer pupils the opportunity to meet local sportsmen and women and where possible attend 'live' sporting events or local sports venues.  | Organise Sportsmen/women to visit the school as part of the commonwealth Games days  | £300                      | Mel Clarke and Frankie Gavin attended the school to share their experiences with the children. | Children will aspire to like their role models   |
| <b>Key indicator 5: Increased participation in competitive sport</b>  |  |                           |  | Percentage of total allocation:<br>5%  |
| <b>School focus with clarity on intended impact on pupils:</b>  | <b>Actions to achieve:</b>   | <b>Funding allocated:</b> | <b>Evidence and impact:</b>  | <b>Sustainability and suggested next steps:</b>  |
| Children will have access to a comprehensive and regular programme of competition and festivals for children across the primary age range which enables them to compete against other schools | Register for School Games and Catholic Sports Partnership.<br><br>Enter the East Birmingham competitions and the Erdington and Saltley Football Leagues (BOYS and Girls) | £560                      | Children will experience competitive sports across a range of sports                           | Develop inter school competitions  |
| Cover costs to cover PE leader & other staff when needed when attending sporting events.  | Headteacher to source supply cover when needed.  | £850                      | To enable PE leader/staff to attend events.  | Staff team to be prepared to support AMJ by attending events to avoid excessive workload |
| Purchase a new "football kit"   | AMJ to source a kit (Nike)   | £713.97                   | Children have worn the kit to various competitions – pictures have been shared on Twitter      |  |