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| How much (if any) do you intend to carry over from this total fund into 2021/22? | | | £5,000 | |
| Total amount allocated for 2021/22 | | | £16,580.00 | |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | | | £21,580.00 | |
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| **Objectives:**   * To engage all pupils in regular physical activity with support and intervention planned where required * To raise the profile of PE across the school through PE lessons, school games events and competitions, sport leadership, extra-curricular clubs and   enrichment   * To increase the confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
| **How we plan to spend the funding:**   * Review of PE curriculum/plans and resources (£3000) * External sports coaches – Premier Sports (£4000) * Update equipment – trikes & scooters (£3000) * Update playground markings with an emphasis on physical activity – to include a daily mile track (£6000) | | | | |
| Action Plan 2021 - 2022 | | | | |
| **Intent** | **Impact/Evaluation**  **(July 2022)** | |
| To ensure physical education is fully inclusive and enjoyable for all by embedding clear intervention where needed for physical development.  To increase children’s fitness by taking part in physical activity  To increase sports participation at break and lunchtimes  Develop the school grounds further – area outside Year R/1 and Preschool  To maintain the quality of children's physical education in EYFS & KS1 & lower KS2 to ensure staff are competent and confident, especially with a focus on catch-up PE and assessment | *A timetable to support pupils with physical interventions was put in place and a key member of trained staff allocated to work with the children. Dough gym and fine motor skills are timetabled in the Preschool and Years R/1 and delivered regularly. Links between the Preschool and Year R/1 have been closer with staff agreeing expectations and outcomes of fine and gross motor skill activities. Planning and use of the outdoor area for the EYFS has been discussed and shared between staff with a clearer focus on physical development. Daily physical activities such as ‘storycise’ have been timetabled and accessed by the preschool pupils more regularly than previously.*  *ARE in Physical development increased from 22% at the beginning of the year to 67%. The children below ARE decreased from 78% at the start of the year to 33% at the end of the year.*  *Through weekly coaching sessions, the children have participated in increased after school clubs including football, athletics, tennis and gymnastics. The ‘take up’ of the after school clubs have increased during the year and have involved pupils from Year R to Year 4. As a result of the football club and coaching, we were able to host an inter school football match with a neighbouring First school. This was well supported by the pupils and we were able to present 3 teams of 6 aside.*  *Six new trikes were purchased with the upper KS1 and lower KS2 pupils in mind. These are used daily and are popular with the children.*  *The school hosted a two day bike ability event for the Year 3 and 4 pupils in the summer term. 90% of the children participated and those that chose not to participate had joined the scheme previously.*  *The purchasing of a new PE scheme ‘ Complete PE’ has given staff greater confidence in the delivery of PE and has provided a clearer plan with progression of skills from Year R through to Year 4.*  *The purchase of new equipment and additional resources has enabled children to participate in a wider range of sports at break and lunchtime.*  *Forest school has also been taught this year through a qualified L3 teacher and receives very popular feedback from the children.* | |
| **How will the school ensure these improvements are sustainable?** | | |
| **Next steps.** | *Using the Sports Premium, the school has been able to provide access for the pupils to high quality equipment and resources. This has been achieved through improving the physical environment and broadening opportunities for physical activity (playground markings, Daily Mile track etc.) as well as through the delivery of a clear and progressive scheme of work. These are areas and resources that will continue to be embedded into the school curriculum.* | |