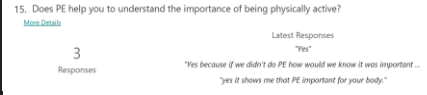






PE and Sports Premium Plan 2020/21


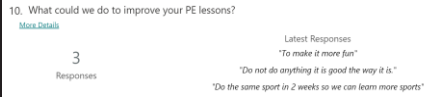

| | |
|--|---|
| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
| <p>Wide variety of clubs offered free to the children after school</p> <p>All children benefitting from daily activity breaks as well as PE lessons.</p> <p>REAL PE taught confidently by staff, children able to use language and improve Fundamental Movement Skills</p> | <p>Support for teachers to upskill their delivery of REAL PE</p> <p>Investigate other types of clubs/activities that can be offered</p> <p>Gain SILVER level in School Games (not achieved last year)</p> <p>Establish play leaders to utilise new playground</p> |

| | |
|---|-----|
| Meeting national curriculum requirements for swimming and water safety. | |
| Percentage of current Year 6 cohort able to swim competently, confidently and proficiently over a distance of at least 25 metres | % |
| Percentage of current Year 6 cohort able to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | % |
| Percentage of current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| The school has chosen to use the Primary PE and Sport Premium to provide additional provision for swimming activity over and above the national curriculum requirements. | Yes |



| Academic Year: 2020/21 | | Total fund allocated: £18,550 | | Date Updated: 8/7/21 | |
|---|--|--|--|--|---|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: % |
| Intent | Implementation | | Impact | Sustainability and suggested next steps | |
| | | Funding allocated: | | | |
| Daily 'Wake and Shake' activities carried out in classrooms as and when needed to get all pupils undertaking 15mins extra daily activity, as well as help develop stamina for learning following lockdown. | INSET on different daily activities to promote new ways of classroom-based exercise | | No cost | Sept 20: All classes using Joe Wicks Daily workouts + other brain break/physical break activities. CH delivered INSET on 1 st and 2 nd September, 20 (slides on T-drive,2020/2021 INSET) Pupil Voice: "It helps your brain get warmed up " "It wakes me up and helps me concentrate a bit more." | Continue into next year - embedded in school. |
| Increase Pupil participation for all pupils, with a targeted focus on inactive children post lockdown Increase the participation of Girls in Football | Clubs run by sports coach (NR) when safe to do so. Start with offering clubs to bubbles at a time in T5. Look for opportunities to make daily lessons more active. Active learning opportunities used by all teachers (stand up not hands up) Invite sporting clubs to inspire children to be active with presentations, demonstrations and taster sessions – | Inclusive of NR's salary allocated in KI 4 Inclusive of NR's salary allocated in KI 4 | NR supporting PE lessons, targeting children for lunchtime activities.  Clubs began in T5 and fully accessed by Year group bubbles 16/16spaces taken in each club. Minerva Mile introduced – all children participate at least weekly. | Survey children to find out what clubs they would like. Introduce a new club for Y5/6 – rugby Invite outside agencies in to run clubs at MPAf Open up Zumba to mums and daughters | |

| | | | | |
|---|--|---|--|---|
| | <p>TBC when visitors are allowed. Investigate taster sessions promoted on TEAMS</p> <p>Sign up to FA challenge (girls football)</p> <p>Re-establish Women's Wednesday when possible, or in individual bubbles. Create girl football ambassadors</p> | | <p>CH observed lessons across the school, feeding back to teachers on how to increase movement time (no sitting down, demonstrating new activated in class prior to lesson) CH/NR communicating regularly about participation in lessons.</p>  | |
| <p>Children have more opportunity for participating in and leading physical activity at playtime and lunchtime.</p> | <p>Teachers and SMSA's to promote activity at playtime and lunchtime. MUGA used for a variety of activities, not just football. NR signposted to MUGA to lead activity for bubbles every lunchtime</p> <p>Play leaders/PE ambassadors to be established to continue to run sports/games in the playground at break times – two per bubble trained by CH, CA and NR</p> | <p>Playpod restock £250</p> <p>Existing equipment from PE cupboard distributed to bubbles</p> <p>Inclusive of NR's salary</p> | <p>SMSA's in playground to promote a range of sports at lunchtime. Examples have been circuits, tennis, obstacle courses</p> <p>CA distributed play equipment in September – each bubble has their own hoops, balls, bats, footballs, skipping ropes, chalk for marking out areas.</p> <p>NR leading a variety of activities at lunchtime, getting children involved.</p> | <p>Play leaders/ambassadors will need training next academic year.</p> <p>Sports lunchtime events designed by Y6 to be established and carried out termly during an 'athletes week' when bubbles are able to mix again.</p> <p>Pupil Voice: "Have different</p> |

| | | | | |
|--|--|---------|--|---|
| | Year 6 children to design, organise and manage sports day for the rest of the school. (unable to happen due to covid - instead Y5 children filmed demonstration video for whole school sports day) | | | games per a day." |
| Develop bike, scoot and walk to school in order to get more pupils travelling to school by bike/scoot/walk | Reintroduce Living Streets Travel Tracker and have class reps to record. Living Streets to survey school about methods travelled to establish baseline | No cost | Travel Tracker used by classes and badges handed out. Public events held to promote walking to school.   Pupil voice: 7. Does the travel tracker have an impact on the way you choose to come to school?  | Continue to promote as not fully embedded with pupils |



| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | Percentage of total allocation: |
|--|---|--------------------|---|
| | | | % |
| Intent | Implementation | Impact | Sustainability and suggested next steps |
| | | Funding allocated: | |
| Raise the profile of PE and Sport for all visitors and parents. | <p>Celebration assembly once a term to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p> <p>Ensure photos are taken and reports written about clubs and matches. Achievements shared via twitter.</p> <p>Photos posted on PE Display board.</p> | No cost | <p>SEPT 20: PE board display updated to match current cohort of children flowing pupil voice, and also to promote REAL PE and new I am an athlete vision statement</p>  <p>9. Is PE taught well at Minerva? More Details</p> <p>Yes 3 No 0</p>  <p>10. What could we do to improve your PE lessons? More Details</p> <p>3 Responses</p> <p>Latest Responses "To make it more fun" "Do not do anything it is good the way it is." "Do the same sport in 2 weeks so we can learn more sports"</p>  <p>7. Do you think PE is an important subject? More Details</p> <p>Yes 2 No 0</p> |

| | | | |
|--|--|---|--|
| | | <p>Twitter shows photos from sports activities, including sports day.</p>  <p>April 30th – MPA joined ‘England does the daily mile’ challenge – 320 students participated over the day (email received to confirm)</p> <p>May – MPA joins CLF BigRun/Walk event. Staff and children involved.</p> <p>CH set up knowledge organisers for PE (books) from REAL PE unit for Y4&5 . https://clfacademies.sharepoint.com/:w:/r/sites/mpastaffsharedfiles/Shared%20Documents/Teaching%20%26%20Learning%20Documents/Teaching%20and%20Learning%202020%202021/Planning/Year%205/Term%206/knowledge%20organiser%20PE.docx?d=wcdefc67cf00b483a98210a84d5d9be3a&csf=1&web=1&e=IbLd4w</p> | |
|--|--|---|--|

| | | | | |
|---|---|---|--|--|
| | | |  | |
| <p>Invest in new quality PE resources</p> | <p>Audit the PE Cupboard and replenish. Older equipment distributed to bubbles for playground use.</p> <p>Remind staff about the organisation of the PE cupboard and how to resource PE lessons</p> <p>REAL PE kits to be ordered from Consortium to match the delivery of REAL PE curriculum</p> | <p>£500 + £2237 carried over from previous sports premium</p> | <p>Sept 20 CH audited and labelled PE cupboard</p> <p>New equipment purchased October 20 (£900) (REAL PE kit, footballs, basketballs, dodgeballs, skipping ropes)</p> <p>Resources used and sanitized after each lesson, allowing quality PE to continue following lockdown.</p> | <p>CH to determine what new sports can be introduced next academic year, or those not covered this year due to lockdown.</p> <p>Ensure all equipment is of high quality</p> <p>11. Is the equipment available for your PE lessons (not playtime) of good quality?</p> <p>More Details</p> <p> ● Yes 2 ● No 1 </p>  |

| | | | | |
|--|---|---------|---|---------------------------|
| Physical literacy skills to be used in the wider curriculum areas to support other areas of learning and development | REAL PE and new I am an athlete curriculum embedded CH to distribute and promote new curriculum Progression of Learning written and distributed in line with SSG calendar | No cost | I am an athlete curriculum launched on INSET day Sept 20 PE display changed to include REAL PE and athlete vision statement Sept 20 CH distributed progression Oct 20 | CH to link to ELLI skills |
|--|---|---------|---|---------------------------|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: |
|--|--|--|--|
| | | | % |
| Intent | Implementation | Impact | Sustainability and suggested next steps |
| | | Funding allocated: | |
| <p>To provide staff with training to increase confidence and competence, including further training for PE subject lead</p> <p>To further imbed REAL PE and I am an athlete CLF curriculum among staff</p> <p>To network with other CLF PE subject leads who run REAL PE</p> | <p>NR to support most PE lessons – though lessons to be delivered by teachers</p> <p>CH to provide teacher with progression to ensure a broad range of sports is covered throughout the year.</p> <p>CH to work with secondary school link teacher and feedback to staff</p> <p>CH to work alongside teachers to increase confidence in using REAL PE</p> <p>Observe how PE works in secondary schools and share good practise</p> | <p>REAL PE subscription (£294)</p> <p>Time in INSET to share REAL PE vision (Oct 23rd, 20)</p> <p>Staff training needs identified (forms) Nov 2020.</p> <p>NR supporting NQT’s in delivery of REAL PE</p> <p>Progression document written and distributed Oct/Nov 20</p> <p>Teacher Voice:</p> <p>8. Is PE taught well at Minerva? More Details</p> <p>● Yes 2 ● No 0</p> <p>11. Do you understand the FUNS skills in Real PE? More Details</p> <p>● Yes 2 ● No 0</p> <p>12. Do you understand the learning COGs in REAL PE? More Details</p> <p>● Yes 2 ● No 0</p> | <p>More work for children on FUNS and COGS of REAL PE.</p> |

| | | | | |
|--|---|------------------------------|--|--|
| | | | <p>Pupil Voice:</p> <p>12. Do you understand the Fundamental Movement skills in Real PE? More Details</p> <p>● Yes 1 ● No 2</p>  <p>14. Do you understand the learning COGs in REAL PE? More Details</p> <p>● Yes 0 ● No 3</p>  | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | | Impact | Sustainability and suggested next steps |
| | | Funding allocated: | | |
| Additional achievements: Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. | <p>NR to offer a variety of clubs after school</p> <p>CH to research other alternative activities, such as 'clip and climb' for Year 5 in order to build confidence. (not achieved – covid)</p> <p>CH to provide teacher with progression to ensure a broad range of sports is covered throughout the year.</p> | <p>£15,965</p> <p>(£500)</p> | <p>Clubs offered to bubbles included: Multi-sports, dodgeball, football, cricket</p> <p>Progression documents shared with staff, NR supporting PE and including the range of activities in weekly PE sessions.</p> | |

| | | | | |
|--|--|----------------|--|--|
| <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p> | <p>Identify inactive children in year groups and survey which types of activity they would participate in.</p> <p>Tailor after school clubs to suit needs.</p> <p>NR to provide 'catch up' PE to inactive/DA children following lockdown</p> | <p>No cost</p> | <p>PP children targeted and offered first choice of places. Take up of clubs 100% of places offered. (restricted to 16 per bubble)</p> | |
| <p>Provide top up swimming lessons to Y6 pupils who have not met the national requirement in previous swimming</p> | <p>Assess levels of swimming competency for Y6 pupils at the start of T5.</p> <p>Provide 10 extra sessions for those who need to meet competency levels.</p> | <p>£1793</p> | <p>All Year 6 pupils assessed at start of T5</p> | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|---|---|--|
| | | | | % |
| Intent | Implementation | | Impact | |
| | | Funding allocated: | | Sustainability and suggested next steps |
| Engage more children in sport such as clubs and competitions. | <p>Provide a wider variety of clubs. Invite Pupil Premium children to the clubs. Pupil premium children to get priority.</p> <p>Take part in at least 8 competitions over the year and invite a variety of children onto the teams and to training and try out sessions</p> <p>At least 2 tournaments to include an A and B team.</p> | Inclusive of NR's salary allocated in KI4 | <p>Wesport Winter Games joined Oct 2020</p> <p>PE Progression documents written to support competition calendar, shared within CLF.</p> | Continue to build on next year due to COVID-19 closures. |
| Continue to encourage competition within lessons and between classes. | Introduce termly competition challenges, include the REAL PE focus games during the last week of the games cycle (KS2), fitness challenges such as the burpee challenge, beep test. | £50 for medals, certificates etc to promote | <p>Wesport Winter Games joined Oct 2020</p> <p>Year 5 – Football tournament held Monday 19th October as final PE lesson – 6 teams, 5 matches. (get pupil voice)</p> <p>Competition opportunities included on PE progression documents</p> <p>CH introduced 'active minute' competition for T5 for Years 1-6. 2 weeks held. Children enjoyed the competition and asked to do more 'active learning'</p> | Continue to build on next year due to COVID-19 closures. |

| Carried forward funding from 2019/20 | | | | |
|--|--|---|---|---|
| Funding carried forward and spent by March 2021: £2237 | | | | |
| Intent | Implementation | | Impact | |
| | | Funding allocated: | | Sustainability and suggested next steps |
| Invest in new quality PE resources | REAL PE kits to be ordered from Consortium to match the delivery of REAL PE curriculum | £2237 carried over from previous sports premium | <p>New equipment purchased October 20 (£900) (REAL PE kit, footballs, basketballs, dodgeballs, skipping ropes) used to enhance the delivery of PE provision and use REAL PE to full extent</p> <p>Resources used and sanitized after each lesson, allowing quality PE to continue following lockdown.</p> | CH to determine what new sports can be introduced next academic year, or those not covered this year due to lockdown. |

| | |
|------------------|--|
| Signed off by | |
| Principal: | |
| Date: | |
| Academy Council: | |
| Date: | |