

## PE and Sports Premium Plan 2019/20

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>Wide variety of clubs offered free to the children after school                      All children benefitting from daily activity breaks as well as PE lessons.                      Promotion of healthy ways to walk to school in collaboration with Living Streets.                      New kit funded by Friends of Minerva to promote PE and competition.                      Basketball team made finals of Bristol County Primary Schools Cup.                      Bronze Level awarded in School Games Award</p>	<p>Further support for teachers to imbed new PE scheme of work (REAL PE)                      Investigate other types of clubs/activities that can be offered. Pupil Voice to be Gain SILVER level in School Games by June 2020                      Establish play leaders to utilise new playground to encourage more students to be active at lunchtime.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	Data not available - top up swimming not able to be given due to COVID19)
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	Data not available - top up swimming not able to be given due to COVID19)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Data not available - top up swimming not able to be given due to COVID19)
<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>	Yes/No (this year top up swimming not able to be given due to COVID19)

Academic Year: 2019/20		Total fund allocated: ££18,330		Date Updated: September, 2019	
<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 pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:
					%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	
Daily 'Wake and Shake' activities carried out in classrooms and before school to get all pupils undertaking 15mins extra daily activity	<p>INSET on different daily activities to promote new ways of classroom-based exercise. 2/9/19</p> <p>Jan: All classes using Joe Wicks Daily workouts + other brain break/physical break activities following CH delivered INSET 1/6/20</p> <p>May 2020: Wake and Shake added to classes websites for distance learning</p>	N/A	<p>OCT 19: Teachers commenting positively on change to daily classroom activity and children all engaged.</p> <p>Staff voice – June 20: 100% of teachers commented on the positive start to the day and noticeable difference in attention levels after wake and shake,</p> <p><i>'It gets rid of excess energy before lessons which then reduces fiddling and improves concentration. It often helps to get children refocused during the day, especially after extended writes when pupils begin to lose concentration.'</i> (JM)</p> <p>Circuits used in KS2</p> <p>Children in KS2 developing own circuits weekly (WoT class – written weekly on whiteboard) (photo taken)</p> <p>Pupil Voice – June 2020</p> <p>12/13 children say Wake and shake had positive impact on their day.</p> <p><i>'Doing wake and shake makes it so I feel more energetic, which makes</i></p>	Continue to next academic year with more classes designing own circuits and wake and shake. Children leading across the school.	

			<i>me feel more relaxed.'</i>	
Increase Pupil participation	<p>Run weekly physio and OT sessions for SEND (NR) Tuesday afternoons (timetabled)</p> <p>Fitness club run by CH to be aimed and targeted towards inactive children (identified by teachers) in summer term (Didn't happen due to school closure)</p> <p>Clubs run by sports coach (NR) starting Sept 19 and running all year</p> <p>Look for opportunities to make daily lessons more active. Active learning opportunities used by all teachers (stand up not hands up) from Sept. 19</p> <p>Invite sporting clubs to inspire children to be active with presentations, demonstrations and taster sessions</p>	<p>Inclusive of NR's salary allocated in KI 4</p> <p>Inclusive of NR's salary allocated in KI 4</p>	<p>Clubs offered</p> <p>Terms 1&amp;2: Football, Net and Ball sports, Play active, gymnastics, balance bikes, dodgeball</p> <p>Terms 3&amp;4: Football, street dance, hockey, gymnastics, play active, dodgeball, BMX</p> <p>Children say there is a good range of clubs – pupil voice June 20 <i>there are many clubs to pick from!</i></p> <p>136/256 children attended clubs throughout year (53%) up to closure date</p> <p>Women's Wednesday reintroduced to encourage girls to participate in Term 3 and 4 – netball. 17-20 girls from KS2 attended regularly</p> <p>Active learning evident in all classrooms (evidence in planning and on learning walks – JH/CH)</p> <p>Sports club increases through taster sessions – street dance (KS2) BMX (KS2) balance bikes (EYFS)</p> <p>Cricket/cheerleading unable to be offered due to school closure (was set for T5&amp;6)</p>	Maintain range of clubs to suit more needs – traditional sports, dance and gymnastics, plus links with community clubs

<p>Children have more opportunity for participating in and leading physical activity at playtime and lunchtime.</p>	<p>Teachers to encourage activity on the new playground and encourage children to play actively when on playground duty.</p> <p>Play leaders to be established to continue to run sports/games in the MUGA at break times. (Speak to NC, possibly look at REAL Leaders?)</p> <p>Year 6 children to design, organise and manage sports day for the rest of the school.</p>	<p>Training of SMSA's by playpod (CA)</p>	<p>NR on playground to promote a range of sports at lunchtime, football, basketball, netball SMSA's received training on using the new playground (Via Cath Archer/playpod- 1/6/20)</p> <p>New playground provides children with much more space to be active – difference noticed by staff in levels of activity. <i>'The children don't stop running around! They're absolutely loving the new playground'</i> (Staff voice – June 20) (SC)</p> <p>Monitors for playground not yet established due to school closure and awaiting full completion of playground</p> <p>Sport's day unable to happen due to school closure</p>	<p>Introduce play leaders in September and train them as soon as possible. (CH/CA)</p>
<p>Develop bike, scoot and walk to school in order to get more pupils travelling to school by bike/scoot/walk</p>	<p>Reintroduce Living Streets Travel Tracker and have class reps to record.</p> <p>School council to survey school about methods travelled to establish baseline (CA stats from last year?)</p>	<p>No cost</p>	<p>Re-introduced in Nov 19. Travel trackers set up in classes. Children walking to school and logging on trackers.</p> <p>55% of pupils say this impacted their choice for how they come to school</p>	<p>Develop bike, scoot and walk to school in order to get more pupils travelling to school by bike/scoot/walk</p> <p>Needs more publicity in order to have more impact –</p>

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	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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. Photos posted on PE Display board.</p>	No cost	<p>Certificates for sporting events given in praise assembly and teams celebrated – End of term 3 (BMX) 29/9 – Football match</p> <p>Turnout for try-outs sessions for sporting teams large (38 year 5/6 children tried out for football team)</p> <p>PE profile high across the school – pupil voice Jun 20 <i>100% of pupils see PE as an important subject</i> <i>98% say it is taught well</i></p>	Virtual competitions to be maintained following return to school and linked with praise assembly – weekly winners awarded.
Invest in new quality PE resources to enable the Academy to deliver REAL PE effectively	<p>Audit the PE Cupboard and replenish (Sept 19)</p> <p>Re-order footballs</p> <p>Remind staff about the organisation of the PE cupboard and how to resource PE lessons, and add a wish list so that funding can be allocated with priority to REAL PE equipment needed.</p>	£500 <i>(£170 spent - £340 to carry over to next year)</i>	New equipment purchased and students can now work in smaller groups. Teachers can now deliver a wider range of challenges/ sports as directed in REAL PE.	Re-visit now that new playground is finished and following guidance from COVID-19 safety perspective on how playground equipment can be used.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
Intent	Implementation		Impact
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<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 among staff</p> <p>To network with other CLF PE subject leads who run REAL PE</p>	<p>NR to support when available</p> <p>CH to work alongside teachers to increase confidence in using REAL PE</p> <p>Observe how REAL PE works in other schools and share good practise</p>	<p>REAL PE subscription (£250)</p> <p>INSET for new staff (including cover) (by CH – no cost)</p> <p>Cover for CH to attend termly meetings (in school cover)</p>	<p>Time in INSET to share REAL PE vision, carried out by staff and all teachers using REAL PE effectively (teacher voice) 2/9/19 and 6/1/20</p> <p>Staff confidence audit for Jan 2020. 100% of staff say PE is taught well at MPA</p> <p>NR supporting NQT's in delivery of REAL PE. <i>'NR has given me more confidence teaching PE – she is great at behaviour management. Very helpful'</i>(KM)</p> <p>CH working at Curriculum Curator with other PE leads in the development of CLF 3-19 PE curriculum. CH able to use expertise from other academies to feedback to teachers on how to move PE forward. (will be put into place in 20/21 academic year due to school closure)</p>
			<p>Sustainability and suggested next steps:</p> <p>CLF PE curriculum to be implemented in next academic year, when development continues</p> <p>NR to continue to provide support</p> <p>Use of hall and MUGA now available due to playground upgrade completion</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	NR to offer a variety of clubs after school (free to pupils)  Outside agencies to provide paid clubs	£13, 987 (NR salary)	Clubs offered Terms 1&2: Football, Net and Ball sports, Play active, gymnastics, balance bikes, dodgeball  Terms 3&4: Football, street dance, hockey, gymnastics, play active, dodgeball, BMX Children say there is a good range of clubs – pupil voice June 20 <i>there are many clubs to pick from!</i> (anon)  136/256 children attended clubs (=53%) up to Term 4 before closure	Continue to provide a range of clubs/sports
Focus particularly on those pupils who do not take up additional PE and Sport opportunities.	Identify inactive children in year groups and survey which types of activity they would participate in. Tailor after school clubs to suit needs.	No cost	52% of children in clubs are deemed inactive by teachers  45% of places taken by PP children	Identify children early in year and gain pupil voice  Encourage more PP children to attend

<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>Not spent – carry over to next academic year.</p>	<p>Unable to happen due to school closure</p>	<p>Possible switch to intensive top up to increase number of children able to meet national requirements</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	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>	<p>Inclusive of NR's salary allocated in KI4</p> <p>£2300 (transport included)</p> <p>Cover for staff to take children (in school cover)</p>	<p>Competitions booked:</p> <p>T1/2 Football match v Frome Vale Year ½ Sports Festival (cancelled) Netball (cancelled at last minute) T3/4 Indoor FUTSAL Tag Rugby (Cancelled COVID-19) Basketball (Cancelled COVID-19) T5/6 WESPORT virtual games promoted for distance learning Virtual sports Day held 9/7/20</p>	Aim - 2 outside competitions per term in next academic
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.	No cost	Not yet embedded -	Reintroduce in 2020/2021 school year.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	