

## Appendix 6B Sports Premium Funding Action Plan – 2019 – 2020

Information about the school:

Key achievements to date:	Areas for further improvements and baseline evidence of need:
<ul style="list-style-type: none"> <li>• An increase in number and types of clubs offered to children.</li> <li>• An increase in participation of girls within clubs.</li> <li>• School Games Mark – Silver Award</li> <li>• A marked increase in competitive sporting opportunities provided.</li> <li>• A clear shift in attitudes and enthusiasm from children with regards to sport, competition and taking part.</li> <li>• Working collaboratively with external coaches/companies to provide a widening breadth of opportunities.</li> <li>• Working collaboratively with schools in MAT to provide a widening breadth of opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• To sustain and further broaden opportunities experiences in sporting/physical activity &amp; competition.</li> <li>• Exposure to a broader range of sporting activities – long term plan and whole school use of new PE planning.</li> <li>• Enhance and develop staff skills and subject knowledge in identified areas through CPD.</li> <li>• Increase swimming opportunities and therefore % of children leaving year 6 with the national Curriculum requirements.</li> <li>• Track and develop SEND and PP participation within lessons and extra-curricular activities.</li> <li>• Creating links with PSHE curriculum.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	Unable to obtain
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Unable to obtain
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Unable to obtain
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?	Yes/No

**Our Year 6 cohort were due to swim in Summer 2. Due to Covid closures they were unable to and therefore no data to submit.**

Academic Year: 2019/20	Total fund allocated:	Date Updated: 19.06.20		
<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 60 minutes of physical activity a day in school				Total Fund Allocation: £17,870
Intention	Implementation		Impact	Percentage of total allocation Approximately 37%:
School focus with clarity on intended <b>impact on pupils</b>	Actions to achieve	Funding allocated	Evidence and impact <i>Intended impact on 2019/2020 SPS</i>	Sustainability and suggested next steps
To ensure participation and enjoyment within the PE curriculum and wider physical activity.	<ul style="list-style-type: none"> <li>• Source and purchase PE kits and PE bags.</li> <li>• Subject lead to monitor participation through PE passport data.</li> <li>• Purchase remaining PE Ipads and cases.</li> <li>• Subject lead cover.</li> <li>• Subject lead to obtain pupil feedback.</li> <li>• SR completed lesson visits and pupil voice in Spring Term.</li> <li>• During school closure, SR has provided staff with a range of resources and activities that can be used to ensure children stay active whilst in school.</li> <li>• PE lead to write PE policy.</li> </ul>	<p>Aprox £2,000</p> <p>Aprox £1,500</p> <p>£1, 500</p>	<ul style="list-style-type: none"> <li>• <i>90% or more of pupils participating in physical education curriculum weekly.</i></li> <li>• <i>High levels of engagement from the vast majority of pupils during lessons.</i></li> <li>• <i>Increased confidence and self-esteem of pupils when engaging in PE lessons.</i></li> <li>• <i>Higher proportions of pupils participating in extra-curricular physical activity and competition.</i></li> </ul> <p><b>Impact:</b> All children participate in all PE lessons. Through pupil voice, children have expressed positive attitudes and pride in school PE kits. They particularly enjoy wearing the colour associated with their house team, giving them a sense of belonging and team spirit. Parents have welcomed the new PE kits. All teachers now have access to PE Passport through own Ipads. This has meant that staff are able to research</p>	<ul style="list-style-type: none"> <li>• Embed use of PE passport and other PE resources to ensure staff development (new and existing staff) and high quality teaching encourages children to participate and enjoy a range of physical activities.</li> <li>• To introduce the use of assessment tool in order to track and support development and inform next steps.</li> <li>• Children to begin to develop understanding of ‘personal best’ and embed a passion for PE through high quality lessons in all year groups.</li> </ul>

			<p>and prepare for lessons without delay. Monitoring has shown that staff are using the long term planning and therefore providing a curriculum that ensures enjoyment and a wider range of physical activity. The % of children participating in extra-curricular activities during the last academic year doubled compared to previous year. During Covid closures; children still school have taken part in physical activity every day – ensuring they lead healthy and active lifestyles.</p>	
<p>Increase opportunities for pupils to take part in extra-curricular physical activity.</p>	<ul style="list-style-type: none"> <li>• Subject lead to source outside school contacts to provide clubs: eg cricket and gymnastics.</li> <li>• Subject lead to track clubs and participation, particularly of groups – PP, SEND using PE passport data.</li> <li>• Subject lead to obtain pupil voice for clubs &amp; physical activity that pupils would like.</li> <li>• Introduction of interventions through Maths On the MOVE, Active Literacy and Warriors of Well-being.</li> <li>• The introduction of home based physical activity resources including The Black Country Rainbow Hour.</li> </ul>	<p>£1,680</p> <p>As above</p> <p>As above</p>	<ul style="list-style-type: none"> <li>• <i>A wider range of clubs offered compared to 2019/2020.</i></li> <li>• <i>Children engaging in pupil voice, showing confidence and enthusiasm.</i></li> <li>• All groups of pupils are represented within extra-curricular clubs. 50% of identified groups (SEN/PP) accessing an extra-curricular club. A minimum of 15% of children identified as less active.</li> </ul> <p><b>Impact:</b> A revised focus group – girls – showed a 50% increase in participation in extra-curricular clubs, compared to last academic year. Pupil voice from years 1-6 showed an increase in the profile of PE and clubs but that this still needs to continue to be a focus.</p>	<ul style="list-style-type: none"> <li>• Focus on participation of: Girls &amp; Girls with PP, SEND (From Pupil voice and lesson visits).</li> <li>• Track participation of children that are in target groups highlighted with less active or physical development target.</li> <li>• Provide provision that will support less active and physical development and improve levels.</li> <li>• Introduction of Bike-ability with Year 1 children – enabling extra activity, development of key</li> </ul>

		<p>Several outside providers were sourced and used as part of our provision: Boxercise, Fencing, Gymnastics and Dance, Morning Yoga. Children were enthusiastic to try new sports and the number of children taking part in a club rose to at least 52% and higher. The number of girls attending doubled and rose from 25% the previous year to 50% this year.</p> <p>Most staff completed CPD gymnastics training level 1 through sourced company and 1 member of staff completed the British Gymnastic teachers Award. The impact in staffs' confidence and the quality of teaching has been significant and this has had a direct impact on the quality PE lessons to children. Whilst the teaching of gymnastics has been the focus, the CPD has had impact on all staff and in all lessons. During lesson visits, techniques and strategies were being used across all PE lessons and these have been adopted as non-negotiables for all staff in all lessons – being part of the new PE policy.</p> <p>Covid resources have supported both children and their families to be active and healthy during school closures. They have been encouraged to try new activities and achieve personal best scores.</p> <p>Cross-curricular interventions saw an increase in children's physical activity within the 'normal' school day. There was also a positive and measurable impact to other subject areas – particularly maths.</p>	<p>balance skills, development of a life skill and confidence and positive link with transition from EYFS. Allows us to begin to address fitness and obesity/overweight percentages early.</p> <ul style="list-style-type: none"> <li>• Continue Source CPD for a wider range of sports in order to deliver clubs.</li> <li>• Use of interventions to support children's return to school and progress after school closures.</li> </ul>
--	--	---	--

<p>School Games Mark – to maintain Silver/achieve Gold.</p>	<ul style="list-style-type: none"> <li>• Subject lead to sign up to School Games competitions and use of calendar.</li> <li>• Subject lead to Liaise with MAT PE coordinators to arrange inter-mat competitions.</li> <li>• Use of minibuses for travel.</li> <li>• Staff cover for school day competitions.</li> <li>• The introduction of home based physical activity resources including The Black Country Rainbow Hour.</li> </ul>	<p>As above</p> <p>As above</p>	<ul style="list-style-type: none"> <li>• <i>Participation in clubs to sustain Silver criteria of 35% of KS2 children taking part in an extracurricular activity, including 10% of children identified as less active. Aiming for Gold criteria of 50% of KS2 children taking part in an extracurricular activity, including 15% of children identified as less active.</i></li> <li>• <i>Attendance of competitions, including B teams.</i></li> </ul> <p><b>Impact:</b></p> <p>Took part in several football tournaments and Football league and MAT tournaments. Due to Covid, all other competitions were cancelled.</p> <p>Children are beginning to develop an understanding of PE, PA and SS and how these link and provide children with the ability to take part in competition. Through pupil voice, children are showing an interest in competition and representing their school. % of children involved in clubs has risen to 52%. More children are therefore more active and gaining experiences that can help them make life-long choices.</p> <p>Covid resources have supported both children and their families to be active and healthy during school closures. They have</p>	<ul style="list-style-type: none"> <li>• Continue to work towards Gold.</li> <li>• Pre-organise a range of Inter-Mat competitions.</li> <li>• Continue with Rainbow hour in September if appropriate.</li> <li>• Use of House Captains to ensure in-school competitions and House competitions are utilised.</li> </ul>
---	---	---------------------------------	---	---

			been encouraged to try new activities and achieve personal best scores.	
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.</b>				Total Fund Allocation: £17,870
Intention	Implementation		Impact	Percentage of total allocation: Approximately 43%
School focus with clarity on intended <b>impact on pupils</b>	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
'Healthy Lifestyle' days to improve children's understanding of a healthy lifestyle, changing attitudes and behaviours over a period of time.	<ul style="list-style-type: none"> <li>Meeting with SLT to discuss focuses for each 'Healthy Lifestyle' day.</li> <li>PE lead, PSHE lead and HofS to work collaboratively, providing plans linked to the key focuses for staff to access for own class.</li> <li>PE Lead to ensure we broaden the curriculum and experiences within these days.</li> </ul>	<p>As above</p> <p>As above</p> <p>TBC</p>	<ul style="list-style-type: none"> <li><i>A series of 6 days planned across the year, including 'well-being'.</i></li> <li><i>Whole school to take part in themed days</i></li> <li><i>Children to develop understanding of healthy lifestyles, including mental health, being active &amp; healthy eating. This will be shown through participation and pupil voice.</i></li> </ul> <p><b>Impact:</b></p> <p>This was not completed. However, Subject lead has already begun planning to complete next year. A new Cross-curricular document has been developed in order to help support the planning and delivery of these days. This will support staff and ensure cross-curricular objectives are progressional and learnt when appropriate.</p>	<ul style="list-style-type: none"> <li>To pre –plan these days ahead using the cross-curricular document to support.</li> <li>Adventurous activities planned across the year for all year groups – eg – visit to Carding Mill Valley</li> <li>Use of National Sports Week focus activities.</li> </ul>

<p>School Games Mark – to maintain Silver/achieve Gold.</p>	<ul style="list-style-type: none"> <li>• Subject lead to sign up to School Games competitions and use of calendar.</li> <li>• Subject lead to Liaise with MAT PE coordinators to arrange inter-mat competitions.</li> <li>• Use of minibuses for travel.</li> <li>• Staff cover for school day competitions.</li> <li>• The introduction of home based physical activity resources including The Black Country Rainbow Hour.</li> </ul>	<p>As above</p> <p>As above</p>	<ul style="list-style-type: none"> <li>• <i>Participation in clubs to sustain Silver criteria of 35% of KS2 children taking part in an extracurricular activity, including 10% of children identified as less active. Aiming for Gold criteria of 50% of KS2 children taking part in an extracurricular activity, including 15% of children identified as less active.</i></li> <li>• <i>Attendance of competitions, including B teams.</i></li> <li>• <i>Children taking part and showing increased enjoyment, resilience and enthusiasm – shown through pupil voice.</i></li> </ul> <p><b>Impact:</b></p> <p>Took part in several football tournaments and Football league and MAT tournaments. Due to Covid, all other competitions were cancelled.</p> <p>Children are beginning to develop an understanding of PE, PA and SS and how these link and provide children with the ability to take part in competition. Through pupil voice, children are showing an interest in competition and representing their school. % of children involved in clubs has risen to 52%. More children are therefore more active and gaining experiences that can help them make life-long choices.</p>	<ul style="list-style-type: none"> <li>• Continue to work towards Gold.</li> <li>• Pre-organise a range of Inter-Mat competitions.</li> <li>• Continue with Rainbow hour in September if appropriate.</li> <li>• Use of House Captains to ensure in-school competitions and House competitions are utilised.</li> </ul>
---	---	---------------------------------	--	---

			Covid resources have supported both children and their families to be active and healthy during school closures. They have been encouraged to try new activities and achieve personal best scores.	
Top up swimming lessons to increase % of children leaving year 6 with national requirements.	<ul style="list-style-type: none"> <li>• Subject lead to source and book top up lessons at second venue.</li> <li>• Subject Lead to book transport.</li> <li>• Subject Lead to track and gather data on all classes swimming.</li> </ul>	£1,368 £3,210	<ul style="list-style-type: none"> <li>• <i>Over a four year period, this will increase the percentage of children leaving year 6 with the national requirements and a key life skill.</i></li> </ul> <p><b>Impact:</b></p> <p>The full impact has not been seen due to Covid closures – not all year groups were able to swim this year. Initial school staff assessments have shown that children entering Year 3 and year 4 are swimming below expectations. Progress was made by all children who swam this year. The overall impact of this will be seen over the next 3 years.</p>	<ul style="list-style-type: none"> <li>• Continue with plan for top up swimming lessons next year.</li> <li>• Research CPD for staff training to support groups of children and improve progress made.</li> <li>• Research Swim England swimming certificates/awards – pupil voice showed that children wanted awards to show celebrate and show progress made.</li> <li>• Develop how assessments are tracked and reported.</li> </ul>
Use of cross-curricular interventions to improve active lifestyle and to have a positive impact on school improvement plan – focussing on key focus groups.	<ul style="list-style-type: none"> <li>• Subject lead to work with HofS and SLT to source and inform of different strategies and programmes available.</li> <li>• SLT to decide on focus areas and children.</li> <li>• Subject lead to liaise with companies to deliver.</li> </ul>	£1, 300 £1,900. (part funded only – total £3,800)	<ul style="list-style-type: none"> <li>• <i>Children to from focus groups to access active learning.</i></li> <li>• <i>Children to show significant engagement and progress within the specified focussed area of learning.</i></li> </ul> <p><b>Impact:</b></p> <p>Cross-curricular interventions saw an increase in children’s physical activity within the ‘normal’ school day. There was</p>	<ul style="list-style-type: none"> <li>• Look at CPD for staff to deliver programmes such as Active Literacy.</li> <li>• Continue with specialist intervention for Maths on The Move as this saw the greatest impact.</li> </ul>

			also a positive and measurable impact to other subject areas – particularly maths – SEND group.	
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Total Fund Allocation: £17,870
Intention	Implementation		Impact	Percentage of total allocation: Approximately 18%
School focus with clarity on intended <b>impact on pupils</b>	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
New Long term plan introduced alongside PE passport planning tool to enable staff to teach a broad and progressive curriculum.	<ul style="list-style-type: none"> <li>PE Lead &amp; Curriculum Lead to update Long term plan.</li> <li>Curriculum intent to be written by PE Lead and included in Long term plan.</li> <li>Ipads purchased to allow staff unlimited access to PE passport app</li> </ul>	<p>As above</p> <p>As above</p> <p>As above</p>	<ul style="list-style-type: none"> <li><i>All children will be taught a broad and progressive curriculum.</i></li> <li><i>Teachers will be more confident to teach and deliver PE, with an increased knowledge of the subject.</i></li> <li><i>Lessons observed will be at least 'Good'.</i></li> </ul> <p><b>Impact:</b></p> <p>Long Term Curriculum plan, Curriculum Intent, Progressional Vocabulary document and a cross-curricular document (PSHE &amp; Science) have all been written in line with the National Curriculum and School Intent. This has been developed in order to deliver a broad and progressive curriculum for all children. Non-negotiables for lessons have also been introduced in order to deliver consistent lessons in all year groups. For example – displaying LO and key vocab throughout.</p>	<ul style="list-style-type: none"> <li>Embed use of PE passport and other PE resources to ensure staff development (new and existing staff) and high quality teaching encourages children to participate and enjoy a range of physical activities.</li> <li>To introduce the use of assessment tool in order to track and support development and inform next steps.</li> <li>Children to begin to develop understanding of 'personal best' and embed a passion for PE through high quality lessons in all year groups.</li> </ul>

			All teachers now have access to PE Passport through own Ipads. This has meant that staff are able to research and prepare for lessons without delay. Monitoring has shown that staff are using the long term planning and therefore providing a curriculum that ensures enjoyment and a wider range of physical activity.	
Staff training by soccer 2000 to upskill staff.	<ul style="list-style-type: none"> <li>• Meeting with Soccer 2000.</li> <li>• Staff meetings booked and focus decided.</li> </ul>	As above TBC	<ul style="list-style-type: none"> <li>• <i>Staff will be confident to deliver the specified training focus within both curriculum time and clubs.</i></li> <li>• <i>Staff voice will be collected</i></li> <li>• <i>Staff will deliver sports as a club.</i></li> </ul> <p><b>Impact:</b> (Only 1 CPD session took place due to school closure for Covid)</p> <p>Staff took part in Adventurous and Outdoor Activity training. All staff are now aware that this is a National Curriculum requirement for KS2. Only 2 members of staff were aware at the beginning of the training, therefore having immediate impact on staff knowledge and progression within PE. All staff have a knowledge of activities and lessons that can be used within both lessons and clubs. This has now also been highlighted as a MAT priority, looking at other opportunities when this can be delivered as extra-curricular. For</p>	<ul style="list-style-type: none"> <li>• Plan in MAT competition in Adventurous and Outdoor Activities for Year 3.</li> <li>• Adventurous activities planned across the year for all year groups – eg – visit to Carding Mill Valley</li> </ul>

			example A MAT competition for Year 3 forming part of transition into KS2.	
Staff training delivered by PE lead with focus in lesson content.	<ul style="list-style-type: none"> <li>• PE Lead to complete monitoring alongside Curriculum Lead in order to highlight meeting focus.</li> <li>• Cover for PE Lead.</li> <li>• PE Lead to deliver staff meeting to all teaching staff and HLTAs.</li> </ul>	As above	<ul style="list-style-type: none"> <li>• <i>Staff will be confident to deliver the specified training focus</i></li> <li>• <i>Development of staff subject knowledge.</i></li> <li>• <i>Positive impact on the quality of teaching delivered for all pupils.</i></li> </ul> <p><b>Impact:</b></p> <p>PE and Curriculum leads completed monitoring and focus for staff training was decided. Impact shows that there will be consistent non-negotiables in all lessons across school, staff will feel more confident in differentiating lessons in a range of ways for a range of purposes and both staff and children are beginning to develop an understanding of the difference between Physical Education, Physical Activity, Physical Sport and Personal Best. This will have a positive outcome on children's perception, experiences and progress within PE and physical activity. This in turn should also begin to have an impact on children's well-being and active levels.</p>	<ul style="list-style-type: none"> <li>• These skills need to be developed and embedded and monitored in order to ensure they are having an impact on children's experiences and progression. (Only just completed when schools closed for Covid)</li> </ul>
Gymnastics training programme to upskill staff.	<ul style="list-style-type: none"> <li>• PE Lead to source Gymnastics company.</li> <li>• Meeting to confirm details of training required and staff.</li> </ul>	As above	<ul style="list-style-type: none"> <li>• Upskilled staff so that gymnastics is introduced into the curriculum and taught across year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff yet to complete level 1 – to complete CPD for gymnastics. Staff who have completed level 1 – to</li> </ul>

	<ul style="list-style-type: none"> <li>Gymnastics included on the long term curriculum plan.</li> <li>Training level 1 delivered across the year to all staff – years 1 – 6.</li> </ul>	<p>As above</p> <p>As above</p> <p>£3,360</p>	<ul style="list-style-type: none"> <li>Children will gain a wider breadth of experiences and skills.</li> <li>Staff will have folders and be awarded certificates when completed.</li> </ul> <p><b>Impact:</b></p> <p>Most staff completed CPD gymnastics training level 1 through sourced company and 1 member of staff completed the British Gymnastic teachers Award. The impact in staffs’ confidence and the quality of teaching has been significant and this has had a direct impact on the quality PE lessons to children. Whilst the teaching of gymnastics has been the focus, the CPD has had impact on all staff and in all lessons. During lesson visits, techniques and strategies were being used across all PE lessons and these have been adopted as non-negotiables for all staff in all lessons – being part of the new PE policy.</p>	complete level 2.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b>				Total Fund Allocation: £17,870
Intention	Implementation		Impact	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
Increase opportunities for pupils to take part in extra-curricular physical activity.	<ul style="list-style-type: none"> <li>Subject lead to source outside school contacts to provide clubs: eg cricket and gymnastics.</li> <li>Subject lead to track clubs and participation, particularly of groups – PP, SEND using PE passport data.</li> </ul>	<p>As above</p> <p>As above</p>	<ul style="list-style-type: none"> <li><i>A wider range of clubs offered compared to 2019/2020.</i></li> <li><i>Children engaging in pupil voice, showing confidence and enthusiasm.</i></li> </ul>	<ul style="list-style-type: none"> <li>Focus on participation of: Girls &amp; Girls with PP, SEND (From Pupil voice and lesson visits).</li> <li>Track participation of children that are in</li> </ul>

	<ul style="list-style-type: none"> <li>• Subject lead to obtain pupil voice for clubs &amp; physical activity that pupils would like.</li> <li>• The introduction of home based physical activity resources including The Black Country Rainbow Hour.</li> </ul>	As above	<ul style="list-style-type: none"> <li>• All groups of pupils are represented within extra-curricular clubs. 50% of identified groups (SEN/PP) accessing an extra-curricular club. A minimum of 15% of children identified as less active.</li> </ul> <p><b>Impact:</b>  A revised focus group – girls – showed a 50% increase in participation in extra-curricular clubs, compared to last academic year.  Pupil voice from years 1-6 showed an increase in the profile of PE and clubs but that this still needs to continue to be a focus.  Several outside providers were sourced and used as part of our provision: Boxercise, Fencing, Gymnastics and Dance, Morning Yoga. Children were enthusiastic to try new sports and the number of children taking part in a club rose to at least 52% and higher. The number of girls attending doubled and rose from 25% the previous year to 50% this year.  Most staff completed CPD gymnastics training through sourced company and 1 member of staff completed the British Gymnastic teachers Award. The impact in staffs' confidence and the quality of teaching has significantly improved. Providing high quality PE lessons to children.  Covid resources have supported both children and their families to be active and healthy during school closures. They have</p>	<p>target groups highlighted with less active or physical development target.</p> <ul style="list-style-type: none"> <li>• Provide provision that will support less active and physical development and improve levels.</li> <li>• Introduction of Bike-ability with Year 1 children – enabling extra activity, development of key balance skills, development of a life skill and confidence and positive link with transition from EYFS. Allows us to begin to address fitness and obesity/overweight percentages early.</li> <li>• Continue Source CPD for a wider range of sports in order to deliver clubs.</li> </ul>
--	--	----------	---	---

			been encouraged to try new activities and achieve personal best scores.	
Lunchtime activities to include a range of sports and activities to broaden experiences for children.	<ul style="list-style-type: none"> <li>• PE Lead to liaise with Lunch time Supervisor Lead to map opportunities.</li> <li>• Play leaders and LT Supervisor Lead to attend Play Leader training.</li> <li>• PE Lead to support Lunchtime Supervisor to set up PL system and activities.</li> <li>• Equipment required to be ordered.</li> </ul>	As above  As above  TBC	<ul style="list-style-type: none"> <li>• <i>Play leaders to be able to deliver and support a range of activities.</i></li> <li>• <i>Lunchtime Supervisor to support children and train other Lunchtime Staff/Play leaders.</i></li> <li>• <i>Activities set up.</i></li> <li>• <i>Play Leaders to achieve their rewards and time stickers.</i></li> <li>• <i>Play leaders are able to lead and deliver confidently and effectively.</i></li> <li>• <i>Children are able to access a range of activities at Lunchtime.</i></li> <li>• <i>Behaviour incidences are minimal.</i></li> </ul> <p>Impact: Lunchtime staff and children completed Play leader training. They have then begun to support and deliver a range of activities during lunch times. This has helped to increase the amount of time that children are active during the day and work towards the recommended 60 minutes. Play leaders have taken on leadership roles within school, developing their communication and leadership skills as well as having a positive impact on their well-being.</p>	<ul style="list-style-type: none"> <li>• Retrain and introduce activities for new school year.</li> <li>• Discuss wider range of activities available.</li> <li>• Research ways of introducing activities during playtimes.</li> <li>• Re-introduce personal best charts at lunchtimes.</li> </ul>
<b>Key indicator 5: Increased participation in competitive sport.</b>				Total Fund Allocation: <b>£17,870</b>
Intention	Implementation		Impact	Percentage of total allocation: %
School focus with clarity	Actions to achieve	Funding	Evidence and impact	Sustainability and suggested

on intended <b>impact on pupils</b>		allocated		next steps
<p>School Games Mark – to maintain Silver/achieve Gold.</p>	<ul style="list-style-type: none"> <li>• Subject lead to sign up to School Games competitions and use of calendar.</li> <li>• Subject lead to Liaise with MAT PE coordinators to arrange inter-mat competitions.</li> <li>• Use of minibuses for travel.</li> <li>• Staff cover for school day competitions.</li> <li>• The introduction of home based physical activity resources including The Black Country Rainbow Hour.</li> </ul>	<p>As above</p> <p>As above</p>	<ul style="list-style-type: none"> <li>• <i>Participation in clubs to sustain Silver criteria of 35% of KS2 children taking part in an extracurricular activity, including 10% of children identified as less active. Aiming for Gold criteria of 50% of KS2 children taking part in an extracurricular activity, including 15% of children identified as less active.</i></li> <li>• <i>Attendance of competitions, including B teams.</i></li> <li>• <i>Children taking part and showing increased enjoyment, resilience and enthusiasm – shown through pupil voice.</i></li> </ul> <p><b>Impact:</b></p> <p>Took part in several football tournaments and Football league and MAT tournaments. Due to Covid, all other competitions were cancelled.</p> <p>Children are beginning to develop an understanding of PE, PA and SS and how these link and provide children with the ability to take part in competition. Through pupil voice, children are showing an interest in competition and representing their school. % of children involved in clubs has risen to 52%. More children are therefore more active and gaining</p>	<ul style="list-style-type: none"> <li>• Continue to work towards Gold.</li> <li>• Pre-organise a range of Inter-Mat competitions.</li> <li>• Continue with Rainbow hour in September if appropriate.</li> <li>• Use of House Captains to ensure in-school competitions and House competitions are utilised.</li> </ul>

			<p>experiences that can help them make life-long choices.</p> <p>Covid resources have supported both children and their families to be active and healthy during school closures. They have been encouraged to try new activities and achieve personal best scores.</p>	
<p>House team competitions within school to provide personal best and competitive sport opportunities.</p>	<ul style="list-style-type: none"> <li>• PE Lead to meet with SLT to discuss.</li> <li>• PE lead to provide plans/events for individual classes.</li> <li>• PE Lead to incorporate these into the Healthy Lifestyle days.</li> <li>• PE Lead to arrange PE House captain meetings, involving house captains with organising and delivering the competitions.</li> </ul>	<p>As above</p> <p>As above</p>	<ul style="list-style-type: none"> <li>• <i>This will allow all children to take part in competitions across the year as well as working towards personal best goals.</i></li> <li>• Children will evidence their personal best/scores.</li> </ul> <p>Impact:</p> <p>This had been due to be put in place during summer term, however not completed due to Covid school closure. This will be carried forward next academic year and begin in Autumn term if possible due to Covid.</p>	<ul style="list-style-type: none"> <li>• PE Lead to meet with SLT to discuss.</li> <li>• PE lead to provide plans/events for individual classes.</li> <li>• PE Lead to incorporate these into the Healthy Lifestyle days.</li> <li>• PE Lead to arrange PE House captain meetings, involving house captains with organising and delivering the competitions.</li> </ul>