

## PE and Sports Premium Plan 2020/21

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
	<p>Provision of clubs to broaden the experiences of the children, improve the engagement and increase the number of competitions that we are able to enter.</p> <p>Improved playground activity and behaviour through training of SMSAs and playground leaders.</p> <p>Increased opportunity for outdoor learning and adventurous experiences.</p>

<b>Meeting national curriculum requirements for swimming and water safety.</b>	
Percentage of current Year 6 cohort able to swim competently, confidently and proficiently over a distance of at least 25 metres	% N/A
Percentage of current Year 6 cohort able to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	% N/A
Percentage of current Year 6 cohort perform safe self-rescue in different water-based situations?	% N/A
The school has chosen to use the Primary PE and Sport Premium to provide additional provision for swimming activity <b>over and above</b> the national curriculum requirements.	Yes/No

Academic Year: 2020/21	Total fund allocated: £18 760	Date Updated:		
<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				Percentage of total allocation: %
Intent	Implementation		Impact	Sustainability and suggested next steps
		Funding allocated:		
<p>Improve the provision of outdoor play during break and lunch times. Provide physical activity learning opportunities throughout the school day in a cross curricular way. More active opportunities available in the playground, before, during and after school.</p>	<p>Playground markings Install playground markings on both KS1 and KS2 playground to encourage more physical activity at break and lunch time and also give teaching staff a direction when implementing learning breaks in school day.</p>	<p>£3500</p>	<p>Increased independent activity both during school hours and before and after school.</p>	<p>School lunch and break times will be more active. Staff and pupils habits will be imbedded and based on supporting pupils to stay physically active and care for their health. Feedback from parents and children to see further ways to improve the playground facilities. Invest in further equipment. Next step: reintroduce playground leaders once COVID restrictions allow bubble mixing.</p>
<p>Increased activity during lesson time, allowing the children to help the children meet their 30 minutes activity in school as part of their</p>	<p>Active acorns Put in place a whole school competition that encourages staff and pupils to take breaks in learning</p>	<p>£0</p>	<p>Children will be more physically active during learning. Children who have difficulty concentrating for long periods will have the</p>	<p>Whole school ethos towards physical activity. Positivity around keeping healthy and being active during our time at</p>

<p>learning. Active learning will increase self-esteem during learning.</p>	<p>to be physically active. CPD for PE lead on active learning, in order to pass this on to the other teachers and promote active learning within school.</p>		<p>opportunity to break in learning. Helping support/exceed the minimum of 30 minutes of activity in school.</p>	<p>school. Tracking of activity throughout the day and encouragement to keep lessons as active as possible. Next step: More staff training to support implementing active learning into timetables and cross curricular lessons</p>
<p>Introduction of lunchtime activities led by sports coaches to keep children active during lunchtime.</p>	<p>Lunchtime sports clubs run by sporting chance in line with curriculum.</p>		<p>Playtime is a more enjoyable and active experience for all. When asked what they think about lunchtime clubs pupils talk about enjoying the “fun games that [the sports coach] plays.” They also say that the coach “makes lunchtime fun”.</p>	<p>Commitment to continue providing lunchtime activities. Introduction of new games as required.</p>
<p>Ensure all children are supported through any motor co-ordination difficulties.</p>	<p>Use the smart moves screening tool to assist in early identification of children with motor coordination difficulties through a series of tasks based on the PE curriculum.</p>		<p>Identified children’s motor skills will be improved. PE and handwriting skills will improved. Smart moves has been used as an intervention in Reception and Year 1. Staff have reported it being an enjoyable activity for pupils and have noted some</p>	<p>This is an intervention tool that can continue to be used throughout the school. Next steps for this need to be more consistent use of it as an intervention. The plan is for this to be done across year groups (post COVID restrictions) to allow for more consistent use for pupils that have the most</p>

			improvement in motor coordination for a number of pupils.	difficulties with their motor coordination.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Sustainability and suggested next steps</b>
		<b>Funding allocated:</b>		
Provide structured learning activities that come with physical outdoor movement. Give PP and vulnerable pupils access to more exploratory outdoor activities and lessons.	Enrich Education Orienteering Markings and curriculum resources Install orienteering programme provided by ENRICH Education. Provide training for staff on using this programme with pupils		£1100	Pupils will take part in more outdoor lessons and have endless opportunities to participate in orienteering style activities. Pupils who miss out on these opportunities outside of school will be able to gain experiences whilst in school with us.

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:		
Ensure staff are confident in delivering the Real PE curriculum in line with CLF recommendations. Allow staff to gain a secure understanding of the intentions behind Real PE curriculum and ways in which this supports and benefits pupils across the primary phase.	Real PE training New staff members to complete Real PE training session with qualified Jasmine Active trainers. Provide support to staff in staff meeting time to develop understanding of Real PE curriculum and share good practice.	£495	Staff felt “well informed” and “more confident” in the structure of Real PE lessons and teaching. They now have an increased understanding of the purpose of Real PE. When asked about their PE lessons children talked about it being “good to help me exercise” and “doing lots of sports to help my get strong”. Children are able to talk about different skills they use in PE linked to real PE such as “teamwork, courage and leadership”.  Increased confidence and subject knowledge in PE across all staff involved in PE.  Staff will have a clear scheme to work through, including assessment skills. Staff will feel more comfortable to teach PE lessons and enjoy teaching these	Continue to monitor and evaluate the scheme and progression with staff and pupils. Continue to observe lessons, giving feedback to increase confidence.

<p>Improve confidence in delivery of PE in primary staff with the support of secondary specialists. Develop the relationship across the all through academy and share expertise with staff to allow for quality PE and sport provision.</p>	<p>One member of staff from each year group will receive 6 lessons worth of CPD from the secondary school. Completing and I do, We do , You do style approach to their lessons. Each member of staff can choose the area of PE that they feel they require the most support on. Each member of staff can then share some of their learnings with the team.</p>	<p>£0</p>	<p>lessons therefore passing the enjoyment and key skills to children effectively. PE lead will feel more confident to support and assess PE teaching in the Acorn.</p> <p>At least 50% of teaching staff will have received CPD including observations and feedback. 50% of 2 year groups received the training the other year groups didn't due to covid. Staff voice - "I feel more confident to adapt my PE lessons to include a variety of games and feel like the children are getting a better deal from my PE lessons"</p>	<p>Expertise shared across the all-through academy to ensure pupils receive high quality teaching in PE. Progression next year to secondary specialists teaching PE in UKS2 using sports facilities.</p>
<p>Teachers confident in using outdoor environment for learning to provide unique opportunities for all children.</p>	<p>Orienteering staff training</p>	<p>See Enrich education information/funding</p>	<p>There has been an increased amount of time spent outdoors for different learning activities. The training in using the new orienteering course gave the staff</p>	<p>High quality training and resources that will be accessible for an unlimited period allow for outdoor learning to become a part of</p>

<p>PE Lead confidence increased in supporting staff body in use of Real PE, active learning and creating an intent/ethos for the schools PE.</p>	<p>Lead to attend regular CPD through the CLF from Youth Sport Trust.</p> <p>Lead to attend regular meetings with CLF PE department leads to share best practice and gather ideas to bring to KOA.</p>	<p>£0</p>	<p>some “great ideas for activities” as well as making outdoor learning a more comfortable idea for some. With the resources being easily accessible and lots of sessions already planned staff feel more at ease with delivering different types of outdoor learning.</p> <p>PE lead has increased knowledge and confidence in increasing physical literacy within the Acorn. PE lead will have continued collaborations with other schools and will recognise the needs of the school. “Regular meetings were really useful and really supported my increased knowledge and confidence in supporting PE at the acorn.”</p>	<p>the schools ethos and culture. This in turn provides positive outdoor experiences for all children whilst learning with us at King’s Oak.</p> <p>Next Steps: seek opportunities for refresher training post pandemic to allow for in person training of using the course.</p> <p>Continued input to lead’s professional development allows for quality support for teaching staff in delivering high quality physical learning opportunities.</p> <p>Next steps: Lead to spend time using knowledge gained to improve provision and continue to improve vision and implementation of PE across the academy.</p>
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
Intent	Implementation		Impact	Sustainability and suggested next steps
		<b>Funding allocated:</b>		
Additional achievements: Increase the love of the outdoors, providing activities that the children may not otherwise experience.	Each year group will participate in an Outdoor pursuits day/session ran by Mendip Outdoor Pursuits either at school or at activity sites (COVID dependant)	£7860	Pupils will experience joy-filled outdoor learning and adventure that they otherwise would not have been able to experience. Pupils talked about the experiences being “the best day ever” and “lots of fun”. Staff recognised the enjoyment in lots of children and “they had the opportunity to do things we know they would not have been able to have a go at otherwise”.	
	Enrich Education orienteering mapping and curriculum	See Enrich education		



		information/funding		
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
		<b>Funding allocated:</b>		<b>Sustainability and suggested next steps</b>
Intra-school competition for pupils to participate in competitive sport situations with other schools in the CLF. Develop pupils' experiences of competing in sport.	Active acorns - put in place a whole school competition that encourages staff and pupils to take breaks in learning to be physically active. Classes will compete against each other to be the most active class each week. Top 3 classes will be announced in celebration assembly and trophy awarded to the winning class.	£0	Children and staff will be motivated to be more active during the school day. Children will be able to build on their resilience.	
Inter-school competition for pupils to participate in competitive sport situations with other schools in the CLF. Develop pupils' experiences of competing in sport.	Inter-school competition - "Active Class Champion". The active minutes built up through Active Acorns challenge will be submitted to CLF primary wide competition in which classes will compete across the trust to be the Active Class Champion each week.			Next steps – more consistency in interacting with inter-school competition.

Carried forward funding from 2019/20				
Funding carried forward and spent by March 2021: £8400				
Intent	Implementation		Impact	
		Funding allocated:		Sustainability and suggested next steps
Provide adequate PE lessons and sports in school	Real PE staff training for new staff members to develop their understanding of the purpose and structure of Real PE. Purchase Year 5 and 6 Real PE packs so that staff have the correct resources. Using a CLF audit purchase PE equipment that has not been	£ 495  £ 180  £2697.74	Staff are able to deliver successful PE lessons using the Real PE curriculum. (see above)   Pupils and teachers having access	Real PE programme is one that can be used year on year by staff to teach pupils fundamental movement skills. Life-long qualified Real PE teachers.

<p>Raise the profile of PE in the primary academy phase</p>	<p>purchased before and is not available to staff.</p> <p>Purchase PE kits for all staff teaching PE to match with pupils kit. Encourage more active participation from teaching staff in PE lessons.</p>	<p>£270</p>	<p>to the appropriate and adequate PE equipment to deliver and participate in high quality PE lessons.</p> <p>An increasingly positive attitude towards teaching PE in primary school. Through having the appropriate kit staff are prepared to teach PE and feel a sense of pride in teaching PE. Subsequently, pupils will see staff in attire that matches theirs creating a sense of belonging and aspiration from pupils to take part. Staff commented that it “makes [them] feel prepared to teach PE” and that “children notice you are in the same kit as them and get excited”</p>	<p>Excitement and passion for PE around the school begins with staff. Creating a shared positive attitude towards PE and values that match. Next steps: create a pupil friendly intent and vision so that shared language and attitudes towards physical education and activity are part of school ethos.</p>
<p>Provide opportunities for pupils to fulfil - Play 30:30 daily exercise</p>	<p>Playground markings to provide exercise and physical activity</p>		<p>Pupils are more physically active</p>	<p>Permanent markings on</p>

	opportunities and enhance less structured outdoor time e.g. play times and lunch times.	£3500	in their outdoor play times contributing to their 30 minutes of exercise a day.	playground will enhance outdoor play over time. Pupils will begin to build active lifestyle habits by using the markings on a regular basis. Contributes to a growing school ethos and culture around keeping moving and staying active.
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Signed off by	
Principal:	
Date:	
Academy Council:	
Date:	