

PLANNING FOR ADDITIONAL PE & SCHOOL SPORT AT NATEBY PRIMARY SCHOOL				
Summer Term 2022	Total fund allocated: £8488.34			
<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: 100%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Playtimes should be active and fun	Improve range of equipment available for children to use at playtime. Ensure it has a sporting/ physical development use.	£787.95	General observation of pupil behaviour at playtime shows that children are all active in every playtime. Children have very good level of basic skills which begins in EYFS and is developed across school.	Sustainable- need to maintain a wide variety of equipment to encourage a range of sports and skills/ develop pupil's physical development.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
We know that Maths On The Move lessons add more activity to the day as well as ensuring children have a practical understanding of some of the core maths concepts they need. This particularly benefits our more kinaesthetic learners. In previous	Continue to use of MOTM in class 2 Discuss objectives with coach and overtly with pupils Monitor before and after data- liaise with coach to do this.	£1400	Children reported that they liked the activities and that it made their heart rate faster. They said that they thought the challenge was about right. They thought it made learning Maths more fun and that learning your times	CT to observe some of the lessons to adapt teaching where relevant to include physical activity more often.

<p>years it has enabled pupils to make significant progress when coupled with excellent class teaching. These sessions were designed in part to target particular pupils in the group:</p> <ul style="list-style-type: none"> <li>• Develop resilience</li> <li>• Improve listening skills</li> <li>• Further develop practical understanding of maths concepts</li> <li>• Increase activity</li> </ul>			<p>tables at the same time as exercising was fun. Class teacher's felt it did increase activity and was a good method of consolidating maths facts and timestables however</p>	
<p>Work holistically with younger children to improve their sporting attributes. Cover: kindness, teamwork, respect, diversity, leadership and resilience – and applying them to everyday life as well as to sport.</p>	<p>Over the summer half term follow a programme of practical lessons focusing on the aspects of kindness, teamwork, respect, diversity, leadership and resilience through practical PE activities and how they apply to every day life. Wednesday afternoons for 2 classes (1pm - 2:10pm &amp; 2:15pm - 3:25pm??) with Zoe from Wednesday 8th June - Wednesday 13th July (6 weeks) = £750 +VAT (this includes 12 lessons delivering the 6 values to each class plus 2 sets of all workbooks, lesson resources, animated videos, handouts, stickers, certificates and reports at the end)</p>	<p>£750</p>	<p>Children felt they had a better understanding of diversity, team work and leadership. Class teacher's felt it helped to focus on what being a good sport was and improved some pupils' approach to sport especially when they are not winning however more work needs to be done for some pupils. Enabled the pupils to hear the school's philosophy from another practitioner and an external voice.</p>	<p>Is sustainable but the external pov was very effective.</p>
<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>%</p>

In readiness for starting as year 4 teacher next September train ITT CT in planning for high quality PE lessons	Buy in the PECS sessions as we have done in the past. Tuesday afternoons for a 1 hour lesson with Calum from Tuesday 10th May - Tuesday 19th July (10 weeks) = £400 +VAT Monitor progress Ensure ITT CT is ready to deliver for September 2022- offer more support if needed.	£400	The ct reports that the training has developed her confidence. She understands in more detail how to differentiate a lesson through equipment or group/ activity. She knows more about how to develop catching skills in young children and has more ideas for inclusive warm up activities; for differentiation of hand eye co-ordination through using alternative equipment. She has also developed more ideas for practising skills through working with the PECS coach.	ITT CT will be more confident and should be able to build upon this in further training.  NEXT STEPS: to add further training as needed when the CT has taught more PE.
Improve resources available to CTs in order for them to teach arrange of sports more effectively.	Audit and re-order new sports equipment where needed: EYFS area Holdalls for equipment Sports Day equipment Line marking	£300 £500 £200 £200 £500	PE store has been re-organised and an audit of equipment completed. The identified equipment needed has been purchased.	NEXT STEPS: Line marking to be completed; further, smaller audit in autumn to identify more equipment to be purchased including for playtimes.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Improve bike riding skills and general balance, coordination and core stability in EYFS/ Y1 pupils	Participate in a programme of 6 'Balanceability' lessons Friday mornings (2 groups - full morning) for Reception & Year 1 from Friday 13th May - Friday 22nd July (10 weeks) = £1,200 +VAT (includes balance bikes &	£1200	Children reported that it was fun and that they felt it helped with their balance and mastery of riding a bike. 'It was brilliant'!	Not sustainable without funding. School to buy more balance bikes for children to practise on independently.

	helmets for 10 children, equipment, resources and certificates upon completion)			
<p>Improve fitness levels in all pupils</p> <p>Increase amount of physical activity over the week</p> <p>Instil a love of running/ physical activity</p> <p>Enable pupils to set their own physical activity goals</p> <p>Enable pupils to understand how been physically active is beneficial both physically and mentally</p>	<p>Introduce Marathon Kids as a focused 6-week lunchtime activity.</p> <p>Children to set own challenges.</p>	£300	<p>All of year 5 and 6 took part. Children reported that they enjoy Marathon Kids. They appreciated the fact that they were getting a high level of exercise and liked how they could set their own pace. A few children did not enjoy it.</p>	<p>Sustainable but should run at playtimes in 6/7 week stints to minimise it becoming monotonous.</p>
<p>Participate in unconventional sports to increase engagement and foster a life-long love of sport.</p> <p>Engage with a new sport with a positive attitude.</p> <p>Increase understanding of own abilities and aptitude for variety of sports.</p>	<p>Free, weekly curling sessions organised at nearby venue however travel to and from events is a barrier therefore paying for the transport enables the pupils to participate.</p>	£800	<p>All of year 5 and 6 took part. All felt it was a very positive experience. They 'loved sliding'! They played a variety of games and appreciated the work the instructors did to make the learning fun. They were very knowledgeable about the sport and many expressed a desire to continue it in their own time.</p>	<p>Not sustainable without charging families for travel.</p>
<p>Enable all pupils to access OAA activities.</p> <p>Develop a format for each class to visit an OAA centre at least annually and more frequently in upper KS2 in order to increase ability and confidence in this area.</p>	<p>Pupils' families will fund the OAA visit however school subsidising travel costs will make this less of a burden for families.</p>	£400	<p>Pupils all report they get a lot of enjoyment from these activities and the residential particularly. They whole school OAA programme means that children can develop their skills and confidence as they move through the school rather than the residential being an isolated</p>	<p>Sustainable but charging families for travel may make it very expensive for some families and thus prohibitive.</p>

			'taster' event only experienced in year 6.	
Fund free extra-curricular clubs for PPG pupils where requested	Ensure that all pupils who wish to attend extra-curricular clubs have access to them through 3 free clubs/ child/ week Subsidise OAA visits for PPG pupils	£1134  £100	Extremely beneficial to our PPG pupils as it 'levels the playing field' they are able to access many after school sports and clubs which enhances self-esteem, increases a feeling of belonging, solidifies friendships and aids understanding of teamwork, their own challenges and how to solve them.	This is sustainable.
Increase pupil participation in sports they are unfamiliar with.	Hold: <ul style="list-style-type: none"> <li>• Cricket sessions for class 3</li> <li>• 'Games For Everyone'</li> </ul> Use funding to buy equipment/ pay for coaching	£545	Through Cricket Lessons from local Cricket Club (years 5 & 6) and through 'Games For Everyone' (all classes) though Prosport introduced children to new or unfamiliar sports.	'Games For Everyone' not sustainable without funding unless parents and carers are asked for a contribution. Cricket coaching also benefitted from a donation by GCC
Total spent		£8516.95		