Sports Premium Spend

bentley new village school

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2018-2019

**Action Plan and Budget Tracking**

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

At the time of writing, we have been through a period of whole school closures and partial closure. We are expecting all children back in September 2020 but the school will have to follow Government guidelines. This may mean that we have less clubs and extra-curricular activities than normal, at least in the short term. The ability to teach the full range of P.E and provide equipment for active playtimes will be impacted. The school is committed to active healthy pupils as we appreciate that the best way to fight the virus is to promote healthy active lifestyles but we will put pupil and staff safety first.

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| **Academic Year:** 2020/21  **Funding: April 2020-**April 2021 | **Total fund allocated:** £18,169  **+ £10,000 (FS FUNDING)** | **Date Updated: 06.01.2021** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| £1500  8% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all. | Purchase of additional PE resources to support PE sessions e.g. Balls/Racquets.  All sports and activities taught in PE sessions to be fully resourced.  All individuals have access to sufficient resources to be able to engage fully in lessons. | £500 | Intended impact:  All planned PE sessions will be fully resourced leading to greater participation and active minutes in lessons |  |
| Access to high quality resources during after school clubs. Enough quantity of resources to enable access for all | Purchase of additional PE resources to support after school club sessions, plus a widening of resources to allow additional sports to be covered in clubs.  All sports and activities taught in after school clubs to be fully resourced  All individuals have access to sufficient resources to be able to engage fully in sessions | £500 | Intended impact:  All after school sport sessions will be fully resourced leading to greater participation and active minutes in sessions |  |
| Funding for sports coach to run breakfast time active sports sessions | Use external sports coach and create a rota for children’s access to ensure all children can participate across the year | £500 |  |  |
| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| £4,200  23% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Improve children’s Emotional and Mental wellbeing through a mixture of teacher led and specialist visitor led workshops | Book in a series of workshops which focusing on children’s mental health. All children to improve concentration, health and mental wellbeing. Develop teacher expertise on delivering Wellbeing and mental health sessions. | £1000 | Intended impact:  Children have regular opportunities to develop positive mental health and wellbeing in both the curriculum and the wider offer of the school |  |
| Improved access to resources and training for staff will lead to improved behaviour at playtimes | Lunch time supervisors to receive appropriate training and follow up planning time  Improved resources will widen the range of activities on offer for children to take part in active play at lunch times | £1000 | Intended impact:  Play times will be better resourced leading to greater participation and active minutes. Children’s play is more active. |  |
| FSM and SEND children are planned for and lessons and clubs facilitate full engagement of all children | FSM are supported in accessing extra-curricular activities whether it be through supporting financially attendance at clubs or provision of sports equipment or kit  SEND children are planned for in sessions with the support of the SENCo | £200 | Intended impact:  Increased uptake of extracurricular clubs by FSM & SEND children. |  |
| Introduction of the Forest School area to support the Curriculum and children’s mental health and wellbeing | Purchase equipment that will allow easier high quality access for all children to Forest School area both as part of the curriculum and during play. | £2000 | Intended impact:  Forest school space is used frequently in planned curriculum activities and for play and extra- curricular activities. Supporting mental and physical health. |  |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| £600  3% |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Staff to work alongside external coaches during sports events/days. Use skills learnt in own teaching | School focus event over 1 weeks with coaches from a range of sports invited in to work with children across a range of sports. Opportunity to observe specialist coaching sessions. | £600 | Intended impact:  Enhanced planning and teacher confidence in the delivery of a variety of sports following observation of externally led sessions. |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| £11,460  63% |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Motor Development:  School to provide gross and fine motor intervention for children identified to have additional physical development needs.  **Identified target children will take part in daily motor intervention activities, taught by trained coach, in order to improve their physical development.** | * Identify children with additional need for physical intervention * Baseline assessment to gather physical development data * Liaise with coach to monitor impact of motor activities on progress of physical development and children’s physical confidence | £11,000- Motor Development external provider | Intended impact:  Progress in physical development in order to achieve 2 at EYFS, contributing to possibility of GLD.  Progress in handwriting in KS1, contributing to writing development. |  |
| Range of after school clubs is wide and varied to give the children a range of experiences. | Clubs meet the varied interests of children within the school and cover all the main sports. The school always aims to have at least one sport that the children may not have experienced before. Use of premium to keep cost low and ensure that no child misses out through cost.  Additional clubs to be decided upon after consultation with children. | £1150 | Intended impact:  consistent uptake of clubs and greater take up by specific targeted children. |  |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| £1000  6% |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| School to hold sports week event covering wide range of sports events. | Plan series of events and sports for children to experience  Book external coaches and local sportsman to lead sessions  Purchase medals for children. | £1000 | Intended:  Children to receive coaching from at least 3 external sports coaches |  |
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