

# Evidencing the Impact of PE and Sport Premium 2020-21

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"><li>- Increasing the number of boys, girls and Pupil Premium children who attend after school clubs.</li><li>- Meeting National guidelines for 2 hours of PE a week.</li><li>Attending a high number of competitions/festivals</li><li>- Increasing the number of girls, Pupil Premium children who are involved in competitions. The number of different children used in competitions increased which was our main focus.</li><li>- Increased number of competitions attended from last year.</li><li>- Improved relationships with external links (Rackets Cubed, Moseley Rugby club, Maypole FC, KES Edgbaston (swimming), Billesley Tennis Centre, Warwickshire Cricket Board, Bikeability, Modeshift stars.</li><li>- More whole school events in line with national events (eg. Sport Relief)</li></ul>	<ul style="list-style-type: none"><li>- SEN children attending clubs</li><li>- SEN children involved in competitions</li><li>- Playground physical activities (Dinner supervisors/play leaders)</li><li>- Increasing variety of clubs to engage new and more children (ie. scooter club)</li><li>- continue the development of swimming curriculum/programme</li><li>- Continued development of external links and relationships with outside agencies.</li><li>- Improved information and engagement with parents through PE newsletter and google classroom (information about local centres, clubs, teams, facilities).</li><li>- Improved online provision via google classroom for PE (challenges, homework)</li></ul>

Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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.	33%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	30%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	14%
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?	

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £21,250	<b>Date Updated:</b> 06.07.21	
<b>Key indicator 1:</b> <a href="#">The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</a>			Percentage of total allocation:
			£1750 = 8%

<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

<p>To increase physical fitness of all pupils</p> <p>To increase well being of all pupils</p> <p>Pupils to know how to keep fit, and to know the benefits of physical activity on their well being</p> <p>Spring term (COVID restrictions permitting) - after school clubs</p> <ul style="list-style-type: none"> <li>SEND - comps and</li> </ul>	<p>10 minutes physical fitness daily, talk about why exercise is important, how it boosts our mood.</p> <p>Opportunity for at least 30 minutes physical activity everyday through; walk/ ride /scoot to school - provide rewards for active travel through Travel Tracker app, active play times and lunchtimes</p> <p>Purchase extra equipment so pupils can have their own, ensure large play equipment is cleaned throughout the day</p> <p>Play/breaktime equipment bought relevant to KS's that promotes physical activity and sport at break and lunchtimes. Educate children in active games for break and lunchtimes. Skipping, hop scotch etc.</p> <p>Outdoor clubs, Welly Wanders, Scooter club, well being - due to covid, Well being improvements eg</p>	<p><b>Bike racks</b> £250</p> <p><b>Playground balls</b> £200</p> <p><b>Rubber balls -</b> £200</p> <p><b>Chalky Chalks</b> £100</p> <p><b>Tennis</b></p> <p><b>Double Dutch skipping ropes</b> £100</p> <p><b>8 weeks of after school provision</b> £900</p>	<p>To combat reduced activity during lockdown, to increase fitness and well being of our pupils.</p> <p>Children have opportunities to be active but more importantly they are taught and informed about the different ways to be active. Good habits, healthy lifestyle choices. Children will feel confident when being active, and enjoy it. They have the opportunity to try lots of activities/sports which provides a greater understanding of the wide variety of methods available to them to stay healthy.</p> <p>An increased awareness from children of how exercise can maintain and improve both mental and physical well-being.</p> <p>Children's physical literacy is continually developing and improving.</p> <p>Parent and families of the Billesley community are educated and have an increased awareness</p>	<p>Timetabled so that it is part of the day's learning</p> <p>Evidence using pupil voice to encourage a continued development of the clubs provided by school, to sustain and try to increase involvement to all children.</p> <p>More parent and pupil events/workshops on healthy lifestyles.</p> <p>Increased numbers of children engaging in outside agencies (evidencing this to record impact)</p> <p>After school clubs will continue to develop and be varied according to pupil voice. Improve children's confidence to try different activities and clubs through educating them about healthy lifestyles and giving them the opportunity to access these activities in school.</p> <p>Children/parents' knowledge developed so that children's opportunities to be physically active improve due to the information newsletter.</p> <p>Published on Sports Newsletter</p> <p>Providing shelter/racks for bikes and scooters</p>
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<p>clubs RB coach 2.30</p> <ul style="list-style-type: none"> <li>● Girls - clubs</li> <li>● PP - clubs,</li> </ul> <p>To improve Clubs attendance:</p> <p><b>No of Boys</b> Aut18/19 - Aut19/20 = +3%</p> <p>Spr18/19 - Spr19/20 = +6.3%</p> <p><b>No of Girls</b> Aut18/19 - Aut19/20 = +8.8%</p> <p>Spr18/19 - Spr19/20 = +5%</p> <p><b>No of SEN</b></p>	<p>concentration, memory retention and behaviour through outdoor learning / activity - purchase wellies, footwear storage, waterproof clothing / boiler suits.</p> <p>Clubs delivered by PE team, willing staff and outside coaches.</p> <p>Look at accessibility of clubs to SEN/Base students.</p> <p>Subsidise the cost of clubs for PP</p> <p>Relevant information regarding local activities is made accessible to parents in the form of a PE flyer. Flyer designed and updated, and sent out via text and email regularly. Parent workshops to promote local activities.</p> <p>Maybe invite local agencies in.</p> <p>To educate parents with this knowledge also, how can their families stay healthy</p>		<p>of where and how to stay and be healthy.</p> <p>Parents know how to access different activities that their children enjoy and want to explore or improve.</p> <p>Happier, Healthier, more engaged and motivated children inside of school in all lessons, and outside of school with their families being active.</p> <p>Physically and mentally Healthy children will have increased levels of concentration and resilience in their academic studies.</p> <p>Encouraging an active journey to school will provide a healthier cohort and should also develop engagement and mental well-being at the start of the school day.</p> <p>Clubs will be timetabled activities that are appropriate to age groups and will try to cover all age groups and also appeal to different children,</p>	
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<p>Aut18/19 - Aut19/20 = -2.6%</p> <p>Spr18/19 - Spr19/20 = -2.4%</p> <p><b>No of PP</b></p> <p>Aut18/19 - Aut19/20 = +1%</p> <p>Spr18/19 - Spr19/20 = +3.3%</p> <p>Main focus on SEN children attending clubs but also maintaining focus on PP and Girls to continue to engage.</p>	<p>outside of school and why it is important.</p> <p>To also provide this information to parents with children who possess a talent in a particular sport but do not know how to access that activity outside of school.</p> <p>Newsletter and Flyers sent out regularly with information about access to outside clubs, activities.</p>		<p>different genders, and different interests.</p> <p><b>The format will be different under COVID restrictions.</b></p> <p>Clubs attendance during Summer 21 during Covid 19 restrictions:</p> <p><b>No of Boys</b> Sum21 - 53 = 15.1% of all boys</p> <p><b>No of Girls</b> Sum21 - 50 = 15% of all girls</p> <p><b>No of SEN</b> Sum21 - 14 = 10% of all SEN</p> <p><b>No of PP</b> Sum21 - 44 = 14% of all PP</p>	
<p><b>Key indicator 2:</b> <a href="#">The profile of PESSPA being raised across the school as a tool for whole school improvement</a></p>			<p>Percentage of total allocation:</p>	
			<p>£1377 = 6 %</p>	

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Improve pupil learning behaviours through physical activity. Parents engage and are informed in the transition to community clubs and physical activities outside of school.</p> <p>Create and deliver a rich, engaging PE curriculum with positive learning behaviours Promote metacognition in PE</p>	<p>Well being improvements eg concentration, memory retention and behaviour through outdoor learning</p> <p>Parents to fully engaged in transition to community clubs - provide information / Signposting through newsletter and a parent webinar: eg top tips for fitness and sign post to external clubs, (30 mins sign up)</p> <p>Variety of skills taught through range of sports</p> <p>Empower parents/carers and pupils to become active and healthy members of the wider school community 4.1</p> <p>Build on confidence/ success boys have in PESS to transfer to academic success</p> <p>Teachers to plan for opportunities for pupils to self regulate learning in PE, through the use of language, teacher modelling and questioning, STEP</p>	<p>PE books to inspire children to read £200 and to inform about different sports and sports people</p> <p>£500</p> <p>£152</p> <p>£525</p>	<p>Improved academic resilience and confidence which in turn should translate into better results and work produced.</p> <p>More children accessing community clubs/activities.</p> <p>No access due to COVID LOCKDOWN</p> <p>A greater knowledge of sports and skills in children across both key stages.</p> <p>Improved Gross/Fine motor skills across the school.</p> <p>Better results in competitions.</p> <p>No access due to COVID LOCKDOWN</p> <p>Children who can articulate how their performances are progressing and how they can further improve.</p> <p>Improved involvement of a larger range of children involved in competitions/clubs and festivals.</p>	<p>Continued research and development of active learning and outdoor learning to continually improve and evolve our delivery and practices.</p> <p>Continued CPD of PE staff in different sports and disciplines with dissemination of training/skills to all staff. This will advance/evolve the curriculum we will deliver within the core strands.</p> <p>Review and evidence the progress of the children's metacognitive skills.</p> <p>More whole school events in line with national days and weeks to promote different ways of an improved well-being.</p> <p>More external links involved with the school promoting their services and opportunities while supporting the school.</p>
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	<p>More whole school events that are linked to physical activity. (in line with national events like Bike to school week, Sport Relief, Walk to school week)</p> <p>More electronic provision to children and parents to help inform and promote sports and physical and mental health in the community. (google classroom, PE newsletter).</p> <p>Continued engagement and celebration on Social media.</p> <p>AfPE membership</p> <p>Youth Sports Trust membership</p>		<p>No access due to COVID LOCKDOWN</p> <p>More interest from external links due to SM posts, success and parental engagement.</p> <p>Celebrate successes with wider community</p> <p>Limited to digital due to COVID LOCKDOWN</p> <p>PE Team kept up to date with changes/developments to provide highest quality PE</p>	
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**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

£9870 = 46 %

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	
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<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
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<p>Increase staff subject knowledge and confidence planning PE (SIP), evidencing in journals, and assessing PE (SIP 1.1)</p> <p>Ensure high quality teaching</p> <p>Increase and Improve equipment, storage &amp; facilities</p>	<p>Invest in staff capacity to audit PE provision and staff competency through observation and interviews.</p> <p>Staff questionnaire to audit confidence &amp; competence.</p> <p>More consultation with the whole staff on the advancements of PE. CPD opportunities for staff to be upskilled in PE delivery either through the Level 5/6 qualifications or a quality assured PE provider.</p> <p>Regular in house PE CPD and Inset.</p> <p>As outdoor PE is now the 'new normal', upskill staff in Outdoor Adventurous Activities (OAA, forest school initiatives). New equipment to allow</p>	<p>£2170</p> <p>£200</p> <p>£4500</p> <p>£2000</p> <p>£1000</p>	<p>More confident/happier staff when delivering PE lessons will provide an improved experience for children.</p> <p>More staff involvement will increase staff confidence in all aspects of teaching PE.</p> <p>Better and different equipment - will allow more varied activities in units of PE that allow childrens mind to be broadened to the concept of exploring more sports outside of school.</p> <p>Improved staff dialogue will allow improvements to be recognized and acted upon.</p> <p>CPD opportunities will provide up-skilled staff that are more confident in lessons and may lead to after school clubs.</p> <p>PE lead supporting staff in terms of lesson delivery, journals and assessment will improve staff confidence and happiness in teaching PE. This will in turn improve children's PE experience.</p>	<p>Continued encouragement of staff to take on CPD opportunities in PE. Cover provided to allow this.</p> <p>Evolution of assessment and journals. With more staff involved this means a broader set of ideas and feedback.</p> <p>Regular in-house CPD throughout the year to maintain staff confidence, knowledge and engagement.</p> <p>Continued evolution of equipment to develop further a varied and interesting Curriculum within the NC areas. Eg. Handball in Invasion. Volleyball in Netwall.</p> <p>Continued development of the PE environment to allow OAA activities and outdoor circuit training etc.</p>
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	<p>more access for these lessons to happen. Cover time for PE Leader to support staff Provide access to high quality videos and resources to increase teacher subject knowledge and support teaching</p> <p>Continued work on resources and support to teachers for planning, journals, assessment. (especially NQTs)</p> <p>Storage of equipment improved to maintain quality and condition.</p>		<p>A broader range of sports within the NC due to development of ALL staff and improvements to equipment.</p> <p>More outside, active learning will lead to engaged and enthused children to academic work and improved progress.</p>	
<p><b>Key indicator 4:</b> <a href="#">Broader experience of a range of sports and activities offered to all pupils.</a></p>				<p>Percentage of total allocation:</p>
				<p>£5610 = 26 %</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>		

<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
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<p>Increase the range of sports / activities on offer for all pupils through PE curriculum</p> <p>Increase the range of extra curricular activities for all pupils</p>	<p>Purchase extra PE equipment (balls, rackets) so that there are enough for individual children to have their own, due to COVID restrictions.</p> <p><b>Cleaned or 48 hours between next use.</b></p> <p>Extend bikeability opportunities for more children</p> <p>Enter a varied range of different competitions/festivals.</p> <p>Purchase more scooters so that there is a whole class set for fitness and after school club</p> <p>Swimming: need staff member to gain lifeguard qualification / or employ an already qualified lifeguard.</p>	<p>Beanbags - £76.99</p> <p>Footballs and a basketballs - £201.19</p> <p>Tennis Balls and Cricket set £159.13</p> <p>Orienteering Equipment £59.14</p> <p>Cricket Windballs - £59.28</p> <p>Boxing Pads £166.20</p> <p>Swimming Transport £1440</p> <p>Staffing £3446.06</p>	<p>A broader range of sports in PE lessons will allow more opportunities for children to learn and try new sports which may lead to them seeking more involvement outside of school or joining an after school club. Pupils will be challenged through an engaging PE curriculum</p> <p>Increased variety of sports should lead to the development of a greater physically literate cohort.</p> <p>Participation in more and varied competition and festivals allows the school an even greater choice of different individual children to be involved. Eg - Handball, Dodgeball, Gymnastics, tennis.</p> <p>All will need different skill sets for these different children.</p> <p><b>No access due to COVID LOCKDOWN</b></p>	<p>A continued review of the curriculum and what is being delivered.</p> <p>Continued review of the equipment to allow a constant development of the activities available.</p> <p>CPD and Webinars attended to continue to advance staff knowledge and confidence.</p> <p>Continue to improve and advance the swimming curriculum that school can deliver.</p>
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	Top up lessons for those who missed out last year due to COVID			
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<b>Key indicator 5:</b> <a href="#">Increased participation in competitive sport.</a>	Percentage of total allocation:
	£2530 = 12%

<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

<p>To provide opportunities for all children to participate in competitive sport (COVID restrictions depending)</p> <p>Involvement in a wide variety of competitions.</p> <p>Attendance at sports festivals of a variety of sports.</p>	<p>Bishop Challoner Partnership - organises inter competitions and festivals</p> <p>Intra competitions in school in House Teams</p> <p>Self competition - improving own score/ fitness through online competitive activities - Bishop Challoner Partnership and BPS Google classroom</p> <p>Family competitions at home - through online competitive activities - Bishop Challoner</p>	<p>£2530</p>	<p>Children still have the opportunity to improve and excel in skills and sports even with restrictions in lesson and competitive situations.</p> <p>5M <a href="#">journal</a> slide 31</p> <p>6S <a href="#">journal</a> slide 28</p> <p><a href="https://twitter.com/BPrimary/status/1408033215110057986?s=20">https://twitter.com/BPrimary/status/1408033215110057986?s=20</a></p> <p><a href="https://twitter.com/BPrimary/status/1407217868438114306?s=20">https://twitter.com/BPrimary/status/1407217868438114306?s=20</a></p> <p><a href="https://twitter.com/BPrimary/status/1407090547861475328?s=20">https://twitter.com/BPrimary/status/1407090547861475328?s=20</a></p> <p>Families can all get involved which should lead to greater well-being throughout the school community.</p> <p>Family cohesion and participating together will lead to better relationships and well-being at home.</p> <p>G and T children have an opportunity to extend their skills and confidence, maybe get linked to outside agencies through staff who also have do talent ID for other clubs.</p> <p>G and T children get to compete against other G and T which will aid development of skills and social interactive at a competitive level.</p> <p>Competitive teams that can deliver good results against other schools.</p>	<p>Continued use of Google classroom to send challenges home.</p> <p>Large numbers of children challenging themselves at home independently,</p> <p>Improved results in competitions.</p> <p>Successful teams that we can celebrate.</p> <p>More children being signposted to more elite teams/clubs.</p> <p>Increased numbers of individual children involved in representing the school and being involved in competitions will expand experience and skills across a wider range of pupils.</p> <p>A confident school cohort of children who are willing to explore new activities and be involved in events outside of their comfort zone.</p>
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	<p>Partnership and BPS Google classroom</p> <p>G and T children have the chance to compete and develop their experiences and skills through competition against other talented children. Festivals allow children to represent their school in a competitive environment but in a more beneficial and less elite way.</p>		<p>Eg overall 3rd in Birmingham Basketball league and winners of the district handball competition.</p> <p>A competitive environment situation will give more experience to these children for future competitive events.</p> <p>Less confident or children who don't relate to the traditional sports such as cricket or football may benefit from representing the school in festival events which may be more varied or new sports that they can have fun with, be on a level playing field with other children who are new to that sports too.</p> <p>More individual children taking part in competitions.</p> <p><b>18/19 = 78 children used from sept-March</b> (inline with Covid lockdown in 19/20)</p> <p><b>19/20 = 94 children used from sept-March.</b></p> <p><b>NO INTER competitions 2020-21 due to COVID.</b></p> <p>Festivals are normally delivered with an enjoyment/participation format rather than a knock-out, competitive environment</p> <p>Allowing these children to play with a less intense pressure situation.</p>	
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### Evidencing the Impact of PE and Sport Premium 2019-20

Key achievements to date:	Areas for further improvement and baseline evidence of need:
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<p>School Games GOLD mark  AfPE Award Quality Mark for Physical Education  Increase in number of pupils participating in physical activity  Increased number of girls and SEND participating in competitive sport  Increased the percentage of pupils that enjoy extra curricular activities  Increased the number of pupils taking part in competitive sport</p>	<p>Increase the number of SEND children participating in extra-curricular activities - last year only 20%.  Increase the number of girls participating in extra-curricular activities - last year only 72 girls.  Increase the number of PP pupils participating in extra-curricular activities - last year only 25%.  Further develop opportunities for physical activity throughout the school day</p>
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<p>Meeting national curriculum requirements for swimming and water safety</p>	<p>Please complete all of the below:</p>
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	<p>N/A%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>N/A%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>N/A%</p>

<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>	<p>Yes/No</p>
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<p><b>Academic Year:</b> 2019/20</p>	<p><b>Total fund allocated:</b> £21,360 <a href="https://skillsfunding.service.gov.uk/pe-sport-premium/2019-2020">https://skillsfunding.service.gov.uk/pe-sport-premium/2019-2020</a></p>	<p><b>Date Updated:</b> June 2020</p>		
<p><b>Key indicator 1:</b> 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</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>Increase the number of children engaging in physical activity, specifically; girls, SEND, Pupil Premium to improve health and well being</p>	<p>Identify children not attending clubs and find out why not attending. Provide opportunities for these children to engage in activities of their choice that are physically active but not competitive and not necessarily sports. Purchase Kurling, Boccia and Archery sets Continue to provide breakfast, lunch and after school activities following pupil consultation.</p> <p>Launch Living Streets Walk to school assembly September. daily recording of travel to school, reward with badges.</p>	<p>£3000 £1000 £500 £500 £3000</p>	<p>increase number of children participating in physical activity Number of participants Autumn: 200 PP: 322/77 (24%) 3.3% increase on last year SEN: 149/17 (11.4%) Boys: 330/115 (34%) This is an increase of 6% on last year. Girls: 329/87 (26.4%) This is an increase of 8.8% on last year.</p> <p>99% of participants enjoy attending clubs. increase healthy lifestyles, improve skills, improve wellbeing, engagement across the curriculum maintain school attendance</p> <p>electronic records, photographs from assemblies</p>	<p>Continue to invite the identified children to lunchtime and after school clubs.</p> <p>Continue to collect pupil voice to provide activities that children want to participate in.</p> <p>continue daily recording, and rewards.</p> <p>Regularly replenish stock of equipment. Continue living streets WOW scheme into 20/21 school year.</p>
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	<p>Quality bags of equipment for active play and lunch times, train and support dinner ladies to encourage children to be active. Play Leaders and Sports Ambassadors trained and timetabled to set up, organise and officiate activity. Play Leaders and Sports Ambassador to have their own badge to identify them and promote their leadership</p> <p>Continue to provide two hours of high quality, high activity PE lessons per week.</p> <p>Further develop daily physical activity / active lessons through the</p>		<p>happier, healthier children</p> <p>Photographs from assembly positive impact on physical fitness</p> <p>timetable, PE matrix, PE journals</p> <p>through our e-newsletter Local links enhanced to Moseley Rugby Club, Rackets Cubed, Bikeability, KES community Swimming</p>	<p>Continue the training of Sports Ambassadors through SGO. Two hours of PE timetabled weekly.</p> <p>All teachers informed of Billesley Blast, ideas, resources provided.</p> <p>Continue to embed activities for active lessons</p> <p>Continue through Newsletters.</p>
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	<p>Billesley Blast 10 minutes activity</p> <p>Promote local external clubs for weekends and evenings such as Brownies, Guides, Beavers, Scouts and Golf.</p>			
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>To plan, deliver and assess high quality PE lessons</p> <p>Support teachers with daily physical activity Promote the school games values to have a positive impact on behaviour across the school</p> <p>To maintain GOLD School Games mark towards achieving</p>	<p>Lessons planned following Core Task Assessment to meet the needs of the learners, adapted as appropriate. Use of STEP for independence PE teachers support KS1 teachers in PE</p> <p>INSET to promote benefits of daily physical activity, provide ideas and resources PE Star of the Term awards Spirit of the Games slides provided for teachers to discuss and promote with class, Games Value bands to be awarded. certificates for Personal Best displays on screens around school,</p>	<p>£7000</p>	<p>planning, journals, CTA results AfPE Award achieved following lesson observations. more active lessons, increase concentration and fitness, develop good habits</p> <p>photographs from assemblies journals</p> <p>PE star of the week awarded during Sport Relief week with other successful whole school events. (playathon)</p> <p>Maintain GOLD mark, progressing towards Platinum Achieve AfPE award</p> <p>New kit achieved through Rackets Cubed partnership.</p>	<p>Continue to support staff in teaching PE.</p> <p>High quality videos to support teachers with the technique of skills.</p> <p>Continue to support staff with ideas and resources for daily physical activity.</p> <p>Half termly focus of Spirit of the Games, language used in all PE lessons. Next year develop the Spirit of the Games into Concepts in PE - to be emphasised in all lessons, along with half termly focus still.</p> <p>Gold Award sustained. AfPE Award achieved.</p> <p>PE star of the week to be awarded regularly in line</p>
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<p>Platinum in three years time</p> <p>Apply for the afPE quality mark</p> <p>To develop self regulated and independent learners</p> <p>High quality PE display</p>	<p>especially in reception area</p> <p>new football kit for boys team and girls team</p> <p>regular updates on news letter, social media, screens in reception and around school</p> <p>Attend the School Games Finals again</p> <p>PE teachers to encourage self regulated learners using STEP, and through questioning</p> <p>promoting school games values and PESSPA related vocabulary</p>		<p>journals</p> <p>Purchased two display boards for use in the PE hall to display learning objectives, success criteria, STEP, specific vocabulary and Spirit of the Games.</p> <p>display of vocabulary in PE hall, plan for use of vocabulary, and use during lessons , children able to articulate skills, progress and achievements</p>	<p>with Maths and English awards.</p> <p>We qualified for School games Finals, but these were cancelled due to Covid-19.</p>
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<p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation:</p>
	<p>%</p>

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
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<p>To maintain confident and competent teachers of high quality PE</p> <p>Support TAs to provide Effective Support in PE- to help SEND children make greater progress in line with peers</p> <p>PE staff to gain swimming qualifications</p>	<p>Sports coach to complete Level 5 specialism in PE qualification</p> <p>Provide cover for MM to observe PE teaching staff</p> <p>PE staff responsible for swimming attended appropriate course and gain qualifications in order to teach swimming effectively</p> <p>Apply for the AfPE quality mark</p> <p>CPD for TAs that support Sports coach VB and MM to get teaching qualifications. CD to get life guard qualification.</p>	<p>£1000</p> <p>£200 Cancelled due CD19</p>	<p>coach up-skilled in her own knowledge and understanding, increasing confidence.</p> <p>children to make good progress building on prior knowledge and skills</p> <p>increase confidence, self esteem and enjoyment of PE participate in extracurricular activities 99% of participants enjoy extended curriculum clubs</p> <p>Confident and knowledgeable support staff for ALL pupils, irrespective of their special educational needs and disabilities. To make excellent progress and build confidence and self-belief.</p> <p><i>School lead swimming program tailored to children's needs.</i></p>	<p>Continue to support coach, course postponed due to Covid-19</p> <p>Continue to use CTA to inform planning to ensure progress.</p> <p>AfPE Award achieved. Continue to empower support staff to ensure progress and enjoyment for all pupils. Swimming programme was booked and organised for summer term but cancelled due of Covid 19. action same details next year.</p>
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				CD to take life guard course.
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				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:

<p>Additional achievement s:</p> <p>To provide a range of activities and sports through extended curriculum. Provide and teach a broad range of skills though the PE curriculum</p>	<p>Fitness test</p> <p>Introduce new clubs: badminton, ballet, karate, kurling, boccia at lunchtimes or after school</p> <p>Promote local organisations such as Moseley Golf club, Brownies/ Scouts. Continue links with external clubs for curriculum lessons, after school, holiday club, visits to their facilities</p> <p>Partner with other local schools (Woodthorpe Aut 2) to promote physical activity and enjoyment</p> <p>engage in Scoot, Walk Ride to School week</p>	<p>£3000</p>	<p>increased fitness, improved health, improved whole school attendance</p> <p>increase number of participants engage less active</p> <p>e-newsletters photographs</p> <p>Moseley Rugby club actively engaged in delivering after school Tag-Rugby sessions, with an access route to external club.</p> <p>WCB link developed in school coaching sessions and an external competition at Edgbaston CC stadium.</p> <p>Karate club with access route to external club.</p> <p>New clubs introduced with success and engagement.</p> <p>Successful relationship with Rackets Cubed organisation which will continue.</p>	<p>unable to measure progress due to Covid-19.</p> <p>Karate club continues led by community Karate instructor. Three children from school club have moved on to his club in the local community.</p> <p>Moseley Rugby club will look to continue partnership next year.</p> <p>Rackets cubed partnership will continue to develop in conjunction with Billesley Tennis club..</p>
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<b>Key indicator 5: Increased participation in competitive sport</b>				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:

<p>Continue to enter a high number of competitions</p> <p>Provide opportunities for girls, SEND and PP pupils to compete</p>	<p>Bishop Challenor competitions</p> <p>Increase the number of competitions ranked in top 3</p> <p>More girls and SEND children participating in competitive sport</p> <p>Engage in friendly inter comps with local schools</p> <p>transport to sporting fixtures</p> <p>Half termly year group House Intra Competitions.</p> <p>Award trophies for intra competition winners</p>	<p>£3200</p>	<p>Most competitions now focus on the 'winner' being the ones to demonstrate the Spirit of the Games/ School Games Values</p> <p>Of the seven that were ranked we achieved Top 3 in 6/7 up to Spring 2020.</p> <p>Of the 21 competitions/ festivals attended up to Spring 2020, there was always at least one PP representing Billesley.</p> <p>Figures before Covid lockdown.</p> <p>21 Competitions entered</p> <p>164 places</p> <p>83 different children</p> <p>88 PP children places (27.3% of all PP children)</p> <p>21 SEN children competed (14% of whole SEN)</p> <p>74 Girls places (44% of all places/22.3% of girls whole school)</p> <p>90 boys (56% of all places/27% of boys whole school)</p> <p>school e-newsletter, social media, competition calendar</p>	<p>continue partnership with Bishop Challoner SGO</p> <p>Postponed due to Covid-19</p>
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			<p>Our teams entered both Boys and Girls local leagues.</p> <p>increase resilience, concentration and enjoyment</p>	
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### Evidencing the Impact of PE and Sport Premium 2018-19

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p><b>Sustain a high level of pupil participation in School Sport including extra-curricular activities.</b></p> <p><b>Maintain consistent high standards of quality teaching in Physical Education across the school.</b></p> <p><b>Continue Gross motor interventions across school.</b></p> <p><b>Provide greater opportunities to be successful in inter school competitions.</b></p>	<p><b>Further develop teacher CPD to support planning, teaching and assessment as identified by audit</b></p> <p><b>Continue to increase participation of girls in school sport through targeted activities and extracurricular clubs.</b></p> <p><b>Develop an effective, skilled and confident teaching staff.</b></p> <p><b>Sustain extended curriculum at different times of the school day</b></p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p><b>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</b></p> <p><b>N.B. Even though your children may swim in another year please report on their attainment on leaving</b></p>	<p><b>51%</b></p>

<b>primary school.</b>	
<b>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</b>	<b>33%</b>
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	<b>20%</b>
<b>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</b>	<b>Yes/No</b>

<b>Academic Year: 2018/19</b>	<b>Total fund allocated: £</b>	<b>Date Updated:</b>	
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:
			20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:
			Sustainability and suggested next steps:

<p>Provide opportunities to increase the number of girls being involved in regular physical activity</p>	<ul style="list-style-type: none"> <li>To provide a range of (relevant) lunchtime activities to increase physical activity for girls</li> <li>Offer at least one physical activity club per term specifically for girls</li> <li>Create more opportunities for girls to represent and compete for the school.</li> </ul>	<p>£1500</p>	<ul style="list-style-type: none"> <li>Increase in the number of girls taking part in lunchtime/after school clubs. Last year on a weekly average only 109 girls participated but this year on a weekly average 150 girls participated in breakfast, lunch and after school clubs. Two girls football clubs after school and a girls football club at lunchtime have helped increase girls participation.</li> </ul>	<p>PE and school sport apprentices will work alongside PE teachers/external coaches to gain knowledge and skills required to deliver the activities themselves</p>
<p>Providing physical activity programmes for pupils with SEND</p>	<ul style="list-style-type: none"> <li>Weekly one to one sessions for all pupils in Autism resource base (ARB)</li> <li>Bikeability course for all ARB pupils</li> <li>Early identification in EYFS - gross motor difficulties</li> <li>Weekly gross motor intervention programme KS1/KS2</li> <li>Create more opportunities for SEND pupils to represent and compete for the school.</li> </ul>	<p>£3000</p>	<ul style="list-style-type: none"> <li>Gross Motor program delivered on a weekly basis to 8 identified reception children. Across the group significant progress in the "stepping stone curriculum" was achieved.</li> <li>Last year 35% of girls participated in competitions, this year 46% of girls participated</li> <li>We have seen an increase of SEN children participating in a competition from 8.5% last year to 17% this year.</li> <li>SEND opportunities increased this year with teams entered into Panathlon, Boccia, Kurling, and Football.</li> <li>Weekly PE lessons in the resource base mirroring mainstream PE lessons.</li> </ul>	<p>Sports Ambassadors and Play Leaders established in KS1 and KS2</p> <p>Continue to embed different strategies of providing active learning into the curriculum</p>
<p>Provide a range of equipment/resources to support physical activity and well being</p> <p>To train Play Leaders /Sports Ambassadors to advocate benefits of sports activities in school, locally and nationally in order to raise the profile of physical activity across the school community</p>	<ul style="list-style-type: none"> <li>Billesley Blast - Classes to engage in additional exercises 3 X Weekly to re-engage brain increase levels of activity.</li> <li>PE kit for vulnerable families</li> <li>Intra school competitions (House Teams) half termly</li> <li>Physical Activity resources for breakfast, lunchtime and after school clubs</li> </ul>	<p>£500</p>	<p>(Registers, pupil voice, photographs)</p> <ul style="list-style-type: none"> <li>Progress in gross motor development</li> <li>EYFS attainment in PD, assessment records, pupil voice,</li> </ul>	<p>Continued development of the extra-curricular program of activities.</p> <p>Continued development of opportunities for all children, including girls and SEND.</p>

	<ul style="list-style-type: none"> <li>• Play leaders - Implement play leaders in numerous year groups and playgrounds to cover staggered lunchtimes activities.</li> <li>• Personal best - Pupils undertake challenges that require them to be physically active.</li> </ul>		<p>photographs, Nursery PD = 80%</p> <p>Reception PD = 76%</p> <ul style="list-style-type: none"> <li>• Increased number of SEND pupils taking part in competitions = 8% (2017/2018) - 17% (2018/2019)</li> <li>• Extended curriculum timetable, photographs</li> <li>• class lists, photographs</li> </ul> <p>This year 62 more children have participated in breakfast, lunch and after school clubs, taking our total to 640 pupils.</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>To provide high quality teaching and learning in Physical Education in all lessons.</p> <p>To increase number of SEN/EAL pupils achieving ARE in end of year assessment.</p>	<ul style="list-style-type: none"> <li>• Staff audit/Survey - support staff with planning and teaching</li> <li>• Provide resources to aid teaching: videos that model good practice, correct techniques, equipment, Apprentices to support where needed.</li> </ul>	<p>£7,000</p>	<ul style="list-style-type: none"> <li>• Monitoring of teaching and learning in Physical Education is consistently rated good or better.</li> <li>• Electronic PE journals to demonstrate relevant evidence.</li> <li>• Pupil consultation shows that 92% of children enjoy PE</li> <li>• Ofsted report</li> <li>• This year the percentage of SEN children achieving ARE end of year assessment is 28%</li> <li>• This year the percentage of EAL children achieving ARE end of year assessment is 61%.</li> <li>• In our Resource Base 50% of pupils achieved ARE in end of year assessment</li> </ul>	<p>Bank of resources available to teaching staff to facilitate good teaching in all PE lessons.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To support non-PE teaching staff to have confidence/resources/knowledge to teach high quality PE lessons.	<ul style="list-style-type: none"> <li>Support staff in assessing children in PE</li> <li>Ongoing CPD and coaching for teachers. CPD during staff meetings for whole staff.</li> </ul>	£7,000	<ul style="list-style-type: none"> <li>Whole school CPD</li> <li>The PE team supported staff through planning, demonstrating and team teaching, creating accessible coaching videos.</li> <li>Staff found this very beneficial:</li> </ul> <p>"It was really beneficial because I saw how to differentiate in lessons" a Year 5 RQT.</p> <p>"I really enjoyed the CPD as I learnt how to organise warm-up games, how to structure a lesson properly and how to break down the skills, which really helped" experienced Year 4 teacher.</p>	<p>Rolling programme of CPD for all teachers</p> <p>Integrate PE TA/apprenticeships roles into school staffing structure</p> <p>Review assessment system</p> <p>We have a bank of high quality demonstration videos to support staff</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Continue to deliver a varied and extensive selection of activities through the PE curriculum.</p> <p>Provide extra-curricular activities to cater for children of different age groups, interests and abilities.</p> <p>Widen the range of children that take part in competitions and festivals. (Girls/SEND)</p>	<ul style="list-style-type: none"> <li>• continue to revise the curriculum map</li> <li>• CPD and support for staff</li> <li>• liaise with local sports clubs to identify appropriate and sustainable school links.</li> <li>• Identify accessible local holiday activities and promote to pupils.</li> <li>• Explore more SEND opportunities (festivals and competitions)</li> <li>• Look at activities that interest more girls in extra-curricular clubs.</li> </ul>	<p>£1000</p>	<ul style="list-style-type: none"> <li>• Children attending community events</li> <li>• Pupil surveys to help provide desired activities.</li> <li>• Varied Curriculum map</li> <li>• More pupils attending clubs</li> <li>• Clubs varied in activities and covered age ranges across the whole school including reception.</li> <li>• PE journals/Blog/Twitter</li> <li>• 99% of pupils enjoy extracurricular clubs</li> <li>• Last year 35% of girls participated in competitions, this year 46% of girls participated</li> <li>• We have seen an increase of SEN children participating in a competition from 8.5% last year to 17% this year</li> </ul>	<p>Continued review of curriculum map</p> <p>Pupil consultation on activities offered</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <hr/> <p>15%</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sustain the number of competitions entered and explore new competitive opportunities.</p> <p>Include a more diverse range of pupils participating in competitive school sport/Festivals. (eg. SEN and Girls)</p> <p>Develop a structured sustainable programme of intra competitions using the house team system.</p>	<p>Contribution towards membership of the Bishop Challoner school sport partnership:</p> <ul style="list-style-type: none"> <li>• CPD, pedagogy for NQTs and other staff to aid physical activities,</li> <li>• Training and support for PE Leader</li> <li>• Entry to level 2 and 3 competitions/festivals</li> <li>• Play leader and Bronze Ambassador training</li> <li>• Intra school competitions (House Teams) half termly</li> </ul>	<p>£3,200</p>	<ul style="list-style-type: none"> <li>• Increased number of competitions entered - last year we entered 29 competitions, this year we entered 48 competitions</li> <li>• Termly intra school competitions - PE journals, PE Blog/twitter.</li> <li>• Pupil consultation</li> <li>• Increased success in inter school competitions</li> <li>• Increased number of pupils taking part in competitive sport. Last year 454 children represented school in competitions, this year 639 children entered competitions</li> <li>• More staff trained to help provide physical activity.</li> <li>• Increased pupil resilience, concentration and enjoyment</li> </ul>	<p>Intra school competitions provided at the end of each teaching unit.</p> <p>Deploy B,C teams to competitions.</p>

Key achievements to date:	Areas for further improvement and baseline evidence of need:
Increase in pupil participation in School Sport High quality teaching in Physical Education Gross motor interventions Success in inter school competitions	Coaching for teachers as identified by audit Increase in participation of girls in school sport Develop a more skilled workforce Offer extended curriculum at different times of the school day

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?	32%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not assessed %
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?	

Academic Year: 2017/18	Total fund allocated: £21,260	Date Updated: April 2018		
<b>Key indicator 1:</b> 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:
				20%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Increase in the number of girls being involved in regular physical activity</p> <p>Providing physical activity programmes for pupils with SEND</p> <p>Provide a range of equipment/resources to support physical activity and well being</p>	<ul style="list-style-type: none"> <li>● A range of lunchtime activities to increase physical activity for girls</li> <li>● Offer at least one physical activity club per term specifically for girls</li> <li>● Weekly one to one sessions for all pupils in Autism resource base (ARB)</li> <li>● Bikeability course for all ARB pupils</li> <li>● Early identification in EYFS - gross motor difficulties</li> <li>● Weekly gross motor intervention programme KS1/KS2</li> <li>● PE kit for vulnerable families</li> <li>● Intra school competitions</li> <li>● Physical Activity resources for breakfast, lunchtime and after school clubs</li> </ul>	<p>£1500 £3000</p> <p>£500</p>	<ul style="list-style-type: none"> <li>● Increase in number of girls taking part in lunchtime/after school clubs (Registers, pupil voice, photographs)</li> <li>● Progress in gross motor development</li> <li>● EYFS attainment in PD, assessment records, pupil voice, photographs, video</li> <li>● Increase in physical activity</li> <li>● Extended curriculum timetable, photographs</li> </ul>	<p>PE and school sport apprentices will work alongside PE teachers/external coaches to gain knowledge and skills required to deliver the activities themselves</p> <p>Sports Ambassadors and Play Leaders established in KS1 and KS2</p> <p>Continue to embed active learning into the curriculum</p>
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<p><b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				Percentage of total allocation:
				60%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>High quality teaching and learning in Physical Education</p> <p>Increase in pupils achieving ARE in end of year assessment</p>	<ul style="list-style-type: none"> <li>• Staff audit</li> <li>• Employ an experienced PE teacher</li> <li>• Employ and train two PE and school sport apprentices</li> <li>• Ongoing CPD and coaching for teachers</li> </ul>	£14,000	<ul style="list-style-type: none"> <li>• Monitoring of teaching and learning in Physical Education is consistently rated good or better.</li> <li>• PE journals</li> <li>• Pupil consultation</li> </ul>	<p>Rolling programme of CPD for all teachers</p> <p>PE teacher embedded in whole school staff staffing structure</p> <p>Integrate apprenticeships roles into school staffing structure</p> <p>Review assessment system</p>

<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>				Percentage of total allocation:
				5%

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next
<p>Ensure a wide range of activities are offered through a broad and balanced</p> <p>Pupils attend local community sports activities</p>	<ul style="list-style-type: none"> <li>● Review curriculum map</li> <li>● Training for staff</li> <li>● Meet local sports clubs to identify key personnel</li> <li>● Identify holiday activities offered and promote to pupils</li> <li>● Invite clubs to whole events</li> </ul>	<p>£1000</p>	<p>Children attending community events</p> <p>Pupil consultation</p> <p>Curriculum map</p>	<p>Continued review of curriculum map</p> <p>Pupil consultation on activities offered</p>
<p><b>Key indicator 5:</b> Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>15%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>Maintain the number of competitions entered</p> <p>Increase the number of pupils participating in school games.</p> <p>Develop a programme of intra competitions</p>	<p>Contribution towards membership of the Bishop Challoner school sport partnership:</p> <ul style="list-style-type: none"> <li>● CPD, pedagogy for NQTs,</li> <li>● Training and support for PE Leader</li> <li>● Entry to level 2 and 3 competitions/festivals</li> <li>● Play leader training</li> <li>● Bronze Ambassador training</li> </ul>	<p>£3,200</p>	<ul style="list-style-type: none"> <li>● Increased number of competitions entered</li> <li>● Termly intra school competitions - PE journals, programme</li> <li>● Pupil consultation</li> <li>● Increased success in inter school competitions</li> <li>● Number of pupils taking part in competitive sport.</li> </ul>	<p>Intra school competitions organised by Bronze ambassadors</p> <p>Play leader training delivered by KS2 pupils to KS1</p>
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**PE and School Sport Funding 2016 -17**

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<p><b>Maintain the high number of competitions entered and increase pupils' participation in the school games. Increase our success at sports competitions.</b></p> <p><b>Including Inter / intra competitions</b></p>	<p><b>£3,200</b></p>	<p><b>Contribution towards membership of the Bishop Challoner school sport partnership</b></p>	<p><b>Competition calendar for sporting events/ activities</b></p> <p><b>Awards/trophies</b></p> <p><b>Children's comments</b></p>	<p><b>Increased number of competitions entered:</b></p> <p><b>16 in 2014-2015</b></p> <p><b>23 in 2015-2016</b></p> <p><b>35 in 2016-2017</b></p> <p><b>More children have had the opportunity to represent the school, perform at a competitive level, and build confidence; 2015/16 - 98 children represented school</b></p> <p><b>2016/17 - 137 children</b></p> <p><b>Increased success in competitions - We were in the top 3 in 13 competitions. We won 11 of the competitions entered .</b></p> <p><b>Won Birmingham Primary Schools Premier league football division - First time in 90 year history.</b></p> <p><b>Two boys represented South Birmingham District, winning many county trophies and reaching the National championship finals.</b></p> <p><b>We now have 5 boys from years 4-5 representing South Birmingham district for the upcoming 2017-18 season.</b></p>
<p><b>Sustainability</b></p>	<p><b>Continue to subscribe to the partnership whilst developing relationships with local schools. Gifted and talented provision for more able pupils provided weekly. Ensure high quality provision in the Physical Education curriculum through peer to peer pedagogy. Celebration of success to encourage others to take part and join clubs.</b></p>			

<p><b>Increasing places on offer for less active pupils and reception aged pupils in after school sporting activities</b></p>	<p><b>£2,000</b></p>	<p><b>A range of after school activities which are subsidised by the school to engage less active pupils and to raise standards of achievement in PE and school sport.</b></p> <p><b>Offer at least one physical activity club per term to reception aged children</b></p>	<p><b>Extended Curriculum timetable</b></p>	<p><b>At least two clubs per day, with clubs for all year groups.</b></p> <p><b>Autumn 128 children attended 13 after school clubs</b></p> <p><b>Spring 218 children attended 16 after school clubs and 20 children attended two lunchtime clubs</b></p> <p><b>Summer 221 children attended 18 after school clubs.</b></p> <p><b>Our change for life club and competition attendance has been recognised as a model of good practise by the School Sport Partnership and we attended a special 'Change for life' day on 14th July at the school games finals.</b></p> <p><b>Reception - 7 children attended Multiskills club</b></p> <p><b>17 children attended physical phonics club</b></p>
<p><b>Sustainability</b></p>	<p><b>Celebration of success to encourage others to take part and join clubs. Startwell Level 2 award achieved to ensure physical activity is embedded into the EYFS curriculum.</b></p>			

<p><b>Supporting and engaging the least active children through Change for Life club and lunchtime activities</b></p>	<p>-</p>	<p><b>One hour per week C4L after school club for targeted Y3 &amp; 4 children (less active and overweight)</b></p> <p><b>Lunchtime skills challenges for all children to participate in</b></p>	<p><b>Extended Curriculum time table</b></p> <p><b>C4L display board, photographs</b></p>	<p><b>13 children attended the first C4L club January - March</b></p> <p><b>24 children attended the club from April - July gaining a range of awards and certificates, as well as being invited to attend the School Games Final.</b></p> <p><b>The number of children involved in Skills Challenges at lunchtimes increased from 12% to 31% led by our Sports Ambassadors and coach.</b></p> <p><b>640 pupils took part in the Sit Less Move More day. Extremely positive feedback from parents and pupils.</b></p>
<p><b>Sustainability</b></p>	<p><b>Change for life club to continue but supported by play leaders and wider PE team.</b></p>			

<p><b>Employment of Level 2 Sports Coach/Mentor</b></p>	<p><b>£12,000</b></p>	<p><b>To ensure good gross motor development in EYFS, to improve gross motor development of targeted pupils in KS1 &amp; KS2</b></p> <p><b>To run C4L after school club and ensure active lunchtimes</b></p> <p><b>To identify and develop more able children and offer extra coaching sessions</b></p>	<p><b>Timetables</b></p> <p><b>Performance of more able pupils in competitions</b></p> <p><b>Assessment information</b></p>	<p><b>21 children from across the school involved in gross motor programme.</b></p> <p><b>78% of these children achieved ARE in end of year PE assessment</b></p> <p><b>11% achieving ARE+ in end of year PE assessment.</b></p> <p><b>28 children received Physical Development in EYFS &amp; Y1</b></p> <p><b>EYFS - 15 children received additional physical development 50% of the group achieved ELG 2 and 20% achieved above ELG 3.</b></p> <p><b>Y1 - 90% achieved ARE in end of year PE assessment, with 10% achieving ARE+.</b></p> <p><b>13 children attended the first C4L club January - March</b></p> <p><b>24 children attended the club from April - July gaining a range of awards and certificates, as well as being invited to attend the School Games Final.</b></p> <p><b>The number of children involved in Skills Challenges at lunchtimes increased from 12% to 31% led by our Sports Ambassadors and coach.</b></p> <p><b>37 children received Gifted and Talented coaching, who then went on to represent school in a range of competitions</b></p>
<p><b>Sustainability</b></p>	<p><b>Develop a larger PE team across school which includes staff from EYFS, KS1 and KS2. These staff will take responsibility for developing/sustaining provision. Employ a PE and School sport teacher to further develop provision.</b></p>			

<p><b>To promote ongoing physical activity and to engage less active children in physical activity during holidays</b></p>	<p><b>£1,500</b></p>	<p><b>Holiday sports camps to encourage physical activity, to enjoy competitions and to embed healthy habits</b></p> <p><b>certificates, medals and trophy rewards</b></p>	<p><b>Photographs</b></p> <p><b>Pupil feedback (PE File)</b></p>	<p><b>13 children attended Summer camp</b></p> <p><b>30 children attended Easter camp</b></p>
<p><b>Sustainability</b></p>	<p><b>The PE team will take responsibility for this area.</b></p>			

**PE and School Sport Funding 2015 -16**

				Impact
<p>Increasing the number of sports competitions and increasing pupils' participation in the school games.</p> <p>Including Inter / intra competitions</p>	<p>£3,200</p>	<p>Contribution towards membership of the Bishop Challoner school sport partnership</p>	<p>Competition calendar for sporting events/ activities</p>	<p>Number of competitions entered in 2014/2015 = 14</p> <p>Number of competitions entered in 2015/2016 = 25</p> <p>The number of pupils taking part increased from 18 to 57.</p> <p>Over 200% increase</p> <p>Top 3 ranking in 11/25 competitions. A significant improvement on 2014/2015 2/14</p>

Increasing places on offer to pupils in after school sporting activities	£2,000	A range of after school activities which are subsidised by the school to engage vulnerable pupils and to raise standards of achievement in PE and school sport.	Extended Curriculum timetable	44 pupil premium attended the clubs on offer. This equates to 36% of the total number of children
Supporting and engaging the least active children through our Healthy Body / Healthy Minds programme	£3,000	Providing 12, two hour, weekly sessions for children & parents on healthy lifestyles  After school Active club for less active, KS1 children	News letter / flyer Programme  Extended Curriculum time table	6 families engaged in the active families programme
Physical Education coach to work alongside teachers	£3,000	The coach will work alongside six teachers throughout the academic year	Feedback forms from teachers  Lesson observations	The coach worked alongside a number of teachers. Feedback in terms of skills and knowledge developed was positive.
Level 5 Professional qualification for our lead coach to develop leadership and coaching skills	£2,000	Attending training, disseminating skills	Qualification  Core Task Assessments	Course successfully completed 60% of children are working at ARE with 20% of pupils above ARE

<p>PE Apprentices</p>	<p>£16,000</p>	<p>Apprentices attend weekly training</p> <p>They support the teaching of all PE units</p> <p>They lead lunch time games to engage children in physical activity</p> <p>They attend competitions</p> <p>They coach our G&amp;T pupils every week</p>	<p>Training Folders</p> <p>Qualification</p> <p>Photographs in PE file</p> <p>Time table</p>	<p>The apprentices successfully completed their training and are currently employed by the school to support PE and school sport</p> <p>There has been a significant increase in the number of children who are physically active in the playground at playtime and lunchtimes as recognised in our Progress Partner's report</p> <p>20% of pupils above ARE</p> <p>We have experienced more success in competitions due to the quality of PE and school sport being delivered.</p>