

Tynsel Parkes CE Primary Academy
Sports Premium Action Plan 2020- 2021



Total Fund Allocated:

£17,190 00 for the year 2020 -2020

£9379.25 (Carryover from 2019/2020 allocation due to Covid)

COVID-19: Interpreting the Government Guidance

Pupils will stay safe by adhering to current government requirements.

Activities will be non-contact and will not require shared use of equipment.

Any equipment used is cleaned appropriately as per guidelines.

Facilitate physical education lessons outdoors to minimise contact with peers and adhere to social distancing guidelines.

Implement hygiene protocols – washing hands frequently and cleaning of equipment.

Purpose of funding

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium: ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport

It is expected that schools will see an improvement against the following 5 key indicators:

Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • New sports introduced and experiences offered. • A wider range of clubs, lunchtimes and afterschool on offer (before the COVID requirements). • Dance and Gymnastics introduced to afterschool club • Activities pupils have enjoyed and found they want to continue with, in or out of school, has led to sustainable attitude change and increased present and future participation. • Schemes of work and assessments for PE are now in place across the school in line with the new PE curriculum. The new schemes will continue to be used in future years. The confidence and knowledge of the staff members has improved giving them the confidence to deliver the curriculum across the key stage. 	<ul style="list-style-type: none"> • Continue to develop skills of lunchtime supervisors which will promote an active lifestyle • Raise awareness of healthy eating and emotional wellbeing for staff, pupils and parents and integrate these factors into the work already started around health and wellbeing. • Enrichment of the curriculum with alternative sporting activities such as hula hooping, skateboarding, cheerleading and skipping. • Embed the use of the new curriculum planning and assessment system plans by all teaching staff. Continue to increase the confidence and skills of teachers to assist in the teaching of PE. • Develop the range of active activities in the classroom to support with Brain gym, wellbeing, mindfulness and active learning. • Continue to develop the CPD needs of all staff teaching the PE curriculum with a focus on areas of need and the ability of teaching assistants. • To develop forest schools lessons throughout the school, children take part in active learning within their school environment. Develop: wellbeing, teamwork and resilience skills after lockdown from COVID.

Area of Focus	Action Plan	Funding	Planned Impact	Evaluation
<p><u>Curriculum</u></p> <p>Improve curriculum intent, implementation and impact FOR ALL so that knowledge is secure and progress consistently good in all areas of PE curriculum.</p> <p>Review and clarify assessment in Physical Education.</p> <p>Links to: Key Indicator 2, Key Indicator 3 & Key Indicator 4</p>	<p>Use further regular slots in staff meeting time to embed planning and assessments and also feedback information and ideas from courses and other CPD staff have attended.</p> <p>Sports coaches support class teachers with the delivery of teaching the PE curriculum. Paired teaching to take place, support with staff confidence in the teaching of PE.</p>	<p>£5500 support with CDP and PE release time</p>	<p>Staff feel more confident in the planning for the progression of skills, and how to deliver this effectively for all learners.</p> <p>All children access the curriculum well and are challenged to know more and do more.</p> <p>There is consistency across the school in the progression of skills, next steps and the recording of barriers and solutions. ALL children make good progress (know more and can do more) in all subjects.</p> <p>All staff members and stakeholders in the school committed to moving PE forward & improving outcomes for children in school.</p>	<p>Due to COVID lockdowns and 'bubble' implications, sports coaches were limited and CPD release was limited due to training limitations.</p> <p>However, all children participated in Forest schools and all children were active with their PE.</p>

<p><u>Wider School Impact/ Health</u></p> <p>Improve playtime and dinnertime provision, experiences.</p> <p>Embed physical activity opportunities wider into the school day, through daily physical activity and active learning to take place during lessons.</p> <p>Develop a resource bank of equipment for the development of fine and gross motor skills linked to the curriculum</p> <p>Introduce children more to the idea of growing their own healthy food.</p> <p>Links to: Key Indicator 1, Key Indicator 3 & Key Indicator 4:</p>	<p>A member of staff is chosen to be the strategic lead for lunchtimes and oversee continued improvements following last year's training.</p> <p>Staff to be aware of the opportunities for pupils to be physically active for 10min boosts when their attention is flagging by introducing Super Movers, Go Noodle, Jumpstart Jonny, Cosmic Yoga etc.</p> <p>Introduce active learning across the curriculum – introduce ideas for making all lessons more physically active with improved pace and engagement.</p> <p>Support Forest School Activities – to improve the knowledge of staff and pupils about outside learning and what forest school activities are.</p> <p>Establish a gardening club for children to experience growing their own healthy foods.</p> <p>Develop the PE equipment and playground resources to support active learning during break times and lunchtimes.</p>	<p>£600 twilight and active learning resource pack</p> <p>£600 Resources for motor skills work</p> <p>£1000 to update lunchtime resources</p> <p>£6460 –forest schools support</p> <p>£1000- gardening space</p> <p>£7500</p>	<p>The children report that lunch times are more enjoyable.</p> <p>Monitoring shows that all children are more physically engaged and focused with fewer incidents (behavioural and medical).</p> <p>Lunchtime supervisors are more confident to engage in a variety of different activities that match the children's needs.</p> <p>The children see more continuity between playtime activities and the skills they are learning during curriculum lead time. Staff have started to see an improvement in fine and gross motor.</p> <p>Children will have the opportunity to grow healthy food from seed to plants.</p>	<p>Due to the nature of sharing equipment and lunchtime supervisors needing to support the lunchtime caterers we have not been able to develop the lunchtime playground activities as much as we would have liked. Funding was used to buy more lunchtime physical equipment for the individual bubbles, this has ensured that children are active during the school day and staff can match activities to the children's abilities.</p> <p>Forest school has taken place and all children have been engaged with this learning.</p> <p>Children have had the opportunity to grow different fruits and vegetables in the grounds of the school.</p>
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<p><u>Clubs, competition & community</u></p> <p>Further develop and extend the enrichment provision (COVID Dependent)</p> <p>Interschool competitions will be virtual – challenge of motivating parents to do things at home.</p> <p>Links to: Key Indicator 4: & Key Indicator 5.</p>	<p>To carry out COVID safe enrichment day/opportunities for the children.</p> <p>Children to experience a range of sporting activities that they have not had the opportunity to take part in previously.</p> <p>Children have had the opportunity to take part in virtual sporting events.</p>	<p>£4000 – Coaching and enrichment days.</p> <p>£1000 Online courses for staff in sports eg Hula hooping, yoga.</p> <p>£2000 – Virtual events and resources to support.</p>	<p>Pupils wider skills are learnt through competitive situations.</p> <p>Enrichment days provide opportunities for children to participate in a wide range of sporting activities.</p> <p>Staff develop their confidence in teaching a range of sporting opportunities.</p>	<p>Due to the COVID pandemic and school risk assessment clubs have not been able to take place this year.</p> <p>Staff have had training in Archery and have bought this skill back to school.</p> <p>Year 4 took part in activities days and enrichment days allowed children to take part in different sporting events.</p>
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