

George Betts Primary Academy - PE Budget/grant allocation 2019/20

| Academic Year: 2019/20 | Total fund allocated: £19,824 | Date Updated: 07/09/20 | | |
|--|---|------------------------|--|--|
| <p>Key indicator 1: The engagement of <u>all</u> 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: 46%</p> |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>To ensure that learners leave school with a good level of health and fitness and knowledge of how their bodies operate.</p> | <p>Ensure children have at least 2 hours a week of taught PE, in addition to active lunch and break times. With an increased focus on bodily functions and systems at the start of each lesson.</p> <p>The development of sports leaders to improve the standards of coaching and officiating and developing a team of sports minded individuals to help the PE team facilitate events.</p> | | <p>Children are given 2 hours of high quality PE provision a week. But are also offered active lunchtimes where equipment peer mentors and games leaders are present to encourage active participation. The variety and confidence in delivery has increased this year.</p> <p>Sports leaders are gifted leaders or sportspeople who have shown the ability to coach others and excel in a variety of sports. We understand the fact that children who are gifted in sports also need recognition, even if they aren't as strong academically. Having the sports leader jackets gives a sense of pride and belonging that is both a motivator and a mark of their development.</p> | <p>Continue to develop and monitor lunchtimes, ensuring that they are active and well resourced.</p> <p>In a similar model to the peer mentors this can be rolled out year on year or on a bi-yearly cycle, where existing leaders will train the new crop coming through. Each cohort will get coaching support and development from our PE team.</p> |

| | | | | |
|--|---|-----------------------------|--|--|
| | <p>Bringing in external yoga coach to demonstrate the advantages of stretching and mindfulness as a powerful tool to harness the body's potential and how wellbeing, both physical and mental is vital.</p> <p>Increased swimming opportunities for children.</p> | <p>£650</p> <p>£8603.68</p> | <p>Children got to experience yoga workshops and learn about the power of stretching on the muscles and the effect of deep breathing to control anger and frustration. Having staff involved has also opened the door to increased confidence in class to deliver classroom yoga or stretching as a mindfulness, de-escalation strategy.</p> <p>Living in an area that has a large canal system throughout, it is imperative that children are able to be safe in the water in case of an incident and have the skills to keep themselves and others safe. We have expanded the offer of swimming to as many children as possible and increased the time spent in the pool to allow the children the maximum benefit possible.</p> | <p>This is the third year that we have run yoga workshops due to the success of them last year. Next steps are to continue to empower staff through CPD and support to be confident in adding to the mindfulness practice that is happening in classrooms and school in general.</p> <p>With funding earmarked to continue into 2020 then financially we will be able to continue this journey next year, but we are also trying to inform our parents about offers in the local community through Sandwell Leisure Trust to enable them to go swimming with their children.</p> |
| <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> | | | | <p>Percentage of total allocation:</p> <p>7%</p> |

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|--|---|-------------------------|---|---|
| <p>Celebrate our talented pupils and those who take part.</p> <p>Chance to shine</p> | <p>Entering local area and national competitions. Travel costs in getting to and from fixtures.</p> <p>Children to experience professional cricket coaching</p> <p>Wellbeing assembly</p> | <p>£900</p> <p>Free</p> | <p>Allowing huge ranges of children to experience competition has offered some fantastic learning experiences. Strengthening links across the federation by offering competitive learning opportunities.</p> <p>Year 2 and Year 4 are provided with 6 weeks of professional cricket coaching from Chance to shine.</p> <p>Celebrating success clearly gives children a sense of pride and this can also encourage children to try their best in other areas. We try to celebrate successes whether they are sporting, academic or people who have improved.</p> | <p>Looking to find like minded local schools to form a competitive cluster to create mini leagues in more sports so that competitive opportunities are increased.</p> <p>Creating a link with the staffordshire cricket association and knowing a local cricket club to advise our children to attend if they wish to do so.</p> <p>This time is built into all timetables and time is taken to celebrate our successes and will continue to be done.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|---|---------------------------|--|--|
| | | | | 0% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Ensure continuing CPD opportunities for PE teacher within federation | Sharing good practice and collaboration with TEF Expert Teacher from Shireland Hall In-house CPD with outstanding teachers to develop skills and pedagogy. | | PE teacher already has a wide range of sport qualifications but working alongside Mr Keyworth at Shireland Hall will enable the federation to move forward and continue to offer better opportunities. Continuing work started last year where the PE teacher shares some of the development opportunities from other practitioners in school, where excellent modelling, questioning and assessment can be shared and used in subsequent PE lessons. | This in-house development and collaboration is easily sustainable via information/planning sharing, meetings and collaboration sessions. With more staff feeling confident to cover PE, it allows our PE teacher to spend more time in classrooms in observations or support sessions and is sustainable. |
| Broadening experience of additional staff by supporting children in PE lessons. | Support staff will support PE teacher in certain lessons, expanding their experience of PE teaching and the ability to successfully support and enhance PE provision. | | Continuing an initiative from last year, we are trying to get more staff upskilled and comfortable being part of a PE lesson, this enables better delivery of PE, but also gives the option of cover if the need arises, which subsequently supports our PE teachers personal development | Allow staff to lead sports trips and visits, and to feel comfortable supporting in PE lessons or in basic coaching scenarios. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 22% |

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|--|--|-------------------------------|--|--|
| Continue to play a significant role in the School Games. | We aim to attend as many tournaments as we can, in order to give as many children as possible competitive opportunities. | Travel expenses accounted for | We aim to include as many children as possible in playing, planning and officiating where possible. These experiences help mould children into rounded individuals who are able to win and lose. | Continue to broaden the offer of sports and activities to allow us to compete across a wider range of events and to include more children and find their strengths and improve confidence. |
| Continue sports provision after hours | After school sports clubs are run daily by a qualified PE teacher. They offer a range of opportunities and are supported by other members of the teaching staff. | £4500 | We have 150 spaces a week for children being engaged in physical activity after school. This has allowed us to perform better at tournaments, identify talent which has led to children being recruited to various sports teams and allows the children to be more active. | After school clubs are well supported and are always full. We will always offer after school provision and through CPD opportunities we have more staff volunteering to take clubs which increases the capacity. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|--|
| | | | | 0% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Participation in the School Games and local leagues | Offer children opportunities to compete against other children in the area in a variety of games and sports. | Free to enter | Teamwork is a vital part of life and these experiences allow children to feel winning and losing in a competitive sphere which is a valuable learning experience. | Continue to work toward our platinum award. Develop teams of higher ability children to continue competing in the region |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
|---|------------------------------------|
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 25% (-13%) |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 30% (-3%) |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 14% (+2%) |

| | |
|---|--|
| 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? | Yes - we have tripled the number of children who are having access to swimming and have doubled the length of lessons. |
|---|--|

*Schools may wish to provide this information in April, just before the publication deadline.