

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>* Teachers continue to include extra physical activity sessions throughout the day through Go Noodles and quick bursts of exercise between lessons.</p> <p>* A variety of different activities on offer for the children to broaden their skills.</p>	<p>* To begin using the Real Gym to build on teachers professional development and skills.</p> <p>* To continue with the engagement of all pupils in regular physical activity amounting to at least 30 minutes each day.</p>

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 pupils today and for the future.

Academic Year: 2020-2021		Total fund allocated: £17,423		Date Updated: September 2021	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:
					%
Intent	Implementation		Impact		
what pupils need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact:		Sustainability and suggested next steps:
<ul style="list-style-type: none"> Develop a number of opportunities for pupils to undertake daily physical activity throughout the school day and at home. Ensure physical activity is encouraged at playtime. 	<ul style="list-style-type: none"> Use Go Noodles in class before lessons. Use the WOW Scheme to continue encouraging children to try and walk to school or at least park and stride. Homework challenges to exercise more at home Speak to lunchtime supervisors and ensure equipment is out for the children to access/encourage staff to support the children to play games when outside/use Go Noodles when there is a wet playtime. 	£200	<ul style="list-style-type: none"> Improved fitness and concentration levels amongst all pupils. Increasing number of pupils being active at play times which results in improved behaviour across the school and readiness to learn when back in class. 	<p>Inform and advertise and promote the free to-download physical activity interactive programmes such as Super Movers, Jumping Jack and Go Noodle for parents to use at home.</p> <p>To ensure lunchtime staff are confident to support activities and build on their knowledge and confidence at lunch times.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
What pupils need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Ensure that all children are achieving age related expectations in Fundamental Movement Skills. Provide the opportunity to all children to achieve a level of 'maturity' in as many skills as they can. 	<ul style="list-style-type: none"> Staff to use the Real PE program across Reception and KS1 and use assessment tools to report back to the class teacher on children's progress. 	£200	<ul style="list-style-type: none"> Children taught and supported with enthusiasm from a HLTA with a passion for PE Enhanced quality of teaching and learning. Improved behaviour and pupil attitude to PE. Consistency throughout school. 	<ul style="list-style-type: none"> To continue to assess children on their fundamental movement skills and aim to attain good progress.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
What pupils/staff need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Improving progress and attainment by up-skilling current staff through CPD 	<ul style="list-style-type: none"> PE leader attending annual PE Conference to look at new initiatives PE subject leader to provide updates throughout the school year in staff meetings PE subject leader to undertake lesson observations throughout the year to look at teaching, learning and assessment in physical education Teachers and staff to observe good lessons of other practitioners/sports coach/PE leader To use the new Real PE Gymnastics programme 	£100	<ul style="list-style-type: none"> All staff becoming more aware of the need of physical activity and the importance of it throughout school, not just in PE. Better subject knowledge for both TAs and teachers All staff seeing regular good or better lesson in PE and all staff more confident to deliver/ take an active part in these lessons to allow children to progress A clear structure to follow by using the Real Gym 	<ul style="list-style-type: none"> Much of this was on hold due to Covid.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
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:

<ul style="list-style-type: none"> Buy into local SSP to ensure continuity and growth of local infra-structure. Universal offer for pupils and coordinated support package Continue to be part of the Huddersfield Giants Community Trust 	<ul style="list-style-type: none"> Opportunities to try different activities – Bike ability, dance mats. A variety of skills being taught as well as the class teacher working alongside coaches in an area they may be less confident in. Flat Stan first aid for primary school children 	<p>£420</p> <p>£2280</p> <p>£450</p>	<ul style="list-style-type: none"> Children have tried something new that they may not have experienced at home, resulting in a lot of children wanting to have a bicycle at home. Children are aware that exercise can be fun through using the dance mats. Teachers confidence is improved. Children’s experiences of different sports. 	<ul style="list-style-type: none"> Continue to hire different coaches to improve skillset of children and make them more active
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
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:
<ul style="list-style-type: none"> To develop intra competitions between schools to develop the importance of team work, communication, ambition, attitude and academic achievement. 	<ul style="list-style-type: none"> PE coordinator to arrange multi – skills events with local schools – Thornhill Lees, Pentland and Headfield, from Reception to Year 2 and SEND. SEND multi-skills – (Savile Town) Reception Multi-skills – (Pentland) Year 1 Multi-skills - (Thornhill Lees) Year 2 Transition multi-skills (Headfield)	£50 for refreshments, stickers and medals	<ul style="list-style-type: none"> Children will have the opportunity to compete and take part in sporting activities with children from other schools. Headfield school to help with supervision with young sports leaders 	This could not take place due to the pandemic.

Signed off by	
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Date:	September 2021
Subject Leader:	Emma Hayman
Date:	September 2021
Governor:	Shona Cavanagh
Date:	