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| **Academic Year:** 2020/21 | **Total fund allocated:** £19, 560 | | **Date Updated: July 2021** | | |  |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | | Funding allocated: | | Evidence and impact: | Sustainability and suggested next steps: |
| * Provide more varied opportunities during the school day for pupils to be active. * Children engage in physical activity at break and lunchtimes * Increased provision of sporting activities. | Hire of sports coaches from Colchester United coaches to provide focused active sessions for each year group during lunchtimes to help pupils be more active throughout the day.  Coaches to rotate activities to ensure children have a range of opportunities. Rotation of year groups to work with the staggered lunchtimes and bubbles in line with Covid regulations.  Coaches to provide support for preparation of Sports day provision to enable each year group to have their own sports day.  Hire of Pony Cycles for one week  Hire of archery/boccia/kurling equipment for two weeks in the Summer term.  Purchase of playground equipment to support bubbles during break and lunchtime. | | £ 11,350.54  +£11,865 (carry over)  £200  £ included in CSSP membership cost  £300 | | All children were provided with a range of opportunities throughout the week. The coaches facilitated games situations as well as skills development sessions. Support for key worker bubbles.  Lunchtimes were more active and as well as having improved emotional well-being.  Increased participation in competitive sport.  During March – June and the absence of after school clubs, this provision was the only opportunity children had to compete.  All pupils had a session using the pony cycles. This was a real success and teachers reported how much the children enjoyed the sessions. They took place soon after the return to school in March. Pupils welcomed the special treat and were able to see that exercise can be achieved in many different forms.  Pupils experienced a range of different sports. Those that are less keen on PE/competition were able to experience activities on a level playing field.  Level 1 competitions took place in class. The school entered a level 2 archery competition.  Pupils were able to have access to equipment throughout the period of class and year group bubbles | For Academic year 2021-2022, continue to provide similar opportunities at lunchtime with new sports providers SCS Sports.  Explore a range of new sports.  Use a % of sports funding next academic year to continue to expose pupils to a variety of different sports and competition. Explore further ways to include them in the curriculum and links to clubs.  Equipment to continue to be in use during break and lunchtimes. |
| * Increase physical activity throughout the school day. * Encourage pupils to develop basic skills and creativity through play. | Purchase of a range of equipment for each child (Personal PE Bag)   * Tennis balls/airflow balls/skipping ropes/cones/skoosh balls/gymnastic, dance silk. * Key ring for naming the bag.   Teachers provided with ideas for how to incorporate the equipment into lessons and active minutes/brain breaks throughout the day. Use the equipment to develop skills such as throwing, catching, coordination, balance. | | £500 | | Pupils were able to spend more time outside. Each child now has their own equipment that can be used throughout the school day. Teachers reported that pupils were becoming creative and inventing their own games. Basic skills for games are being practised daily and skipping is becoming part of each class’ daily routine. Personal competition is taking place as pupils try to beat their own score. Year 5 pupils developed small games with the equipment as part of their Bronze Ambassador training. | Year 6 to pass their bags to year 3.  Encourage teachers to use the bags for indoor activities during the winter. Provide ideas in a staff meeting.  Year 6 playleaders to work with younger children using the equipment.  Share results from trial undertaken with a gym trail group using the equipment. |
| * To increase pupil participation in a range of inclusive activities. * Ensure that children understand that all sporting achievements are recognised * Raise awareness of how important sport and activity is to our mental health and well- being | | Membership to Chelmsford School Sports Partnership (CSSP)  Competitions to be organised virtually.  Yoga/mindfulness sessions with Best4Kids.  Transition project for year 6. | | £1416    £810 | Pupils benefitted from taking part in a wide range of virtual competitions.  All pupils took part in:-  Skip for a Min  Cross-country  Quad Kids, Fitness Threes or Superstars.  An Archery competition also took place throughout the Summer term. The element of competition was still evident throughout the school despite Covid preventing travel and organised events.  90 children from year 5 were all able to access virtual Bronze Ambassador training. They were then able to plan and carry out small competitions for younger pupils as well as assist with events during the sports days.  Year 5 pupils noticeably gained in confidence throughout this experience, preparing them for year six.  All teachers have had experience of running a virtual competition.  Teachers are now more confident  To organise competition within school.  Year 6 were provided with transition sessions to help prepare for secondary school. Children were unable to attend taster days/transition days in year 5/6. These sessions offered support/advice/strategies to support a smooth transition. The feedback forms from staff/pupils indicated that the sessions had been beneficial and that children felt more prepared and had gained some strategies to help make friends and get involved with school life. | Pupils that received Bronze Ambassador training ca use their skills and knowledge for playleading in year six.  Virtual training to be used again next year with year 5 2021-2022.  Display achievements/events etc on PE display board.  Pupils will be able to action their knowledge in the future – transition to year 7 and beyond.  Transition to year 7 sessions to be part of the year 6 curriculum in the summer term. |
| * Teachers feel confident at delivering PE lessons and active lessons. * Increase activity throughout the curriculum | | Membership to a variety of online resources to support PE lessons and brain breaks.  Membership to newly updated imoves to support mental health and well-being, | | £1114 | Lessons are more focused and teachers find the resources easy to use and adaptable for their classes. Resources have been updated to help support pupils/teachers with mindfulness and meditation activities which are being used regularly throughout the week. | Continue to encourage active lessons and educate children about the importance of being healthy and mindful.  Audit the use of resources to ensure that there is an engaging variety available. |

**SWIMMING DATA**

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| 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?  **N.B.** Even though your children may swim in another year please report on their attainment on leaving  primary school. | Due to Covid-19 – we are unable to provide data for swimming requirements for this the last two academic years. |