



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 2019:	Areas for further improvement and baseline evidence of need:
<p>We have achieved the Bronze award in the school games mark                      Our girls won the football league and the boys came second.                      Children taking part in additional swimming                      Introduction of the Melbury Merit token system</p>	<p>Basketball kit – developing a team ethos                      Inclusive sports teams – Boccia and curling                      School games marks – silver</p>

Meeting national curriculum requirements for swimming and water safety.	
<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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	58%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	58%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	58%
<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>	Yes

## 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: 2019/20		Total fund allocated: £		Date Updated:	
<p><b>Key indicator 1:</b> 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:
					%
Inten t	Implementatio n		Impac t		
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><b>After school club programme</b> To provide a broad range of after school sports clubs and ensure every child has opportunity to join.</p>	<p>More clubs means increased pupil participation – we must make sure we target and check club registers. Children encouraged to lead active and healthy lifestyles. Children better prepared for sporting competitions.</p>	<p>Staff hours/ directed teaching time Sports coach package on a Wednesday</p>	<p>Autumn and Spring club registers show different children from year 1-6 attended at least one after school club. We were without the summer term clubs happening due to CO-VID19.</p>	<p>The number of children attending clubs shows the sporting culture that is being developed across the school.  Children encouraged to lead active and healthy lifestyles</p>	
<p><b>Inclusive Class Sports competition and daily activity</b> Class sports, competition and physical activity to take place in school time and afterschool to ensure every child can take part.</p>	<p>More opportunities for children to be active. Children learn how to win and lose (win well, lose well.) Enables children to experience competition in school making them better prepared for competition outside of school.  Ensuring children enjoy being active and take part in the daily challenge.  More activities at play and lunchtime for focused activity.</p>	<p>Cost covered by EIP membership</p>	<p>Inter Boccia &amp; Curling league established. (This will be developed further in 2020/2021 year as CO-VID19 disrupted it)</p>	<p>Continue to offer rewards and encouragement to staff and pupils for completing the Melbury mile and entering their token in the competition box on the main corridor. Talk to staff about the heat-map looking at static periods during the day for their class, discuss how Covid-19 timetable constraints in the next academic year may result in less physical activity so active Maths and English are required.</p>	

Targeting specific children for after school clubs/ sessions with our specialist coach (i.e. funky fingers.	Club registers kept as a log as who has attended.	PE Coordinator/ staff & SENCO time	We aim to see an increase on pupils' fitness on their fitness tests results throughout the year.	Club registers were kept and the sport specialist help to liaise with staff about how to further support children with physical development in the classroom. We also had some inset time delivered by our early years lead to discuss the needs for gross and fine motor development and early milestones.
Additional swimming to be offered to year 6 pupils who did not achieve their 25m swimming badge or were able to perform a safe self-rescue	Total number of children gaining their 25m badge before leaving the school to increase. More children able to perform a safe self-rescue.	£4172.85 across the year	Total number of children gaining their 25m badge before leaving the school to increase. Identified pupils to benefit from extra specialist instruction, helping them become confident, competent and proficient swimmers	This would have taken place in the summer term and was disrupted by Covid-19
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Inten t</b>	<b>Implementatio n</b>		<b>Impac t</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:
PE lessons and after school clubs to be delivered by specialist coaches (yoga, zumba, and a range of sports delivered during Wednesdays throughout the year)	Specialist Sports Coach to complete half-termly fitness tests and track and monitor progress, reporting to class teachers. Pupil feedback from the sessions.	£7125 Specialist Sports Coach £1275 Yoga £2769 Zuma	A greater breadth of activities delivered in the curriculum and after school club. Yoga - for pupils to be able to manage stress and anxiety through our yoga sessions which in turn can help with SATs exam stress.	Use specialists to deliver staff meetings or have 1:1 time with staff to discuss how to support specific needs of children in particular yoga and trauma alongside mindfulness to support mental wellbeing especially after covid-19.
To create a whole school team ethos about sporting events and achievements.	Display board detailing sporting events and football fixtures.	PE Coordinator and Football Leader's time.	Display board in the main corridor with the details from past and future football fixtures. Trophy cabinet near the reception. Sporting events to be celebrated as a whole school.	Consider the teams wearing their kits during the day before a competition to raise awareness and create a buzz within school.

To create school teams in which children want to be a part of.	Awards to be presented in assembly Sports Day, as a whole school. Whole School mini Olympics.	PE co-ordinators time. Staff directed hours	Photographs of the day. Pupil and staff feedback. All children get to work with their siblings in their 'country' to complete a series of events to earn points. The events are inclusive off all needs.	Sports day was cancelled due to Covid-19 Children were happy to be awarded a basketball kit for the first time this year. We bought equipment and spent time investing in a boccia and curling team.
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Inten t</b>	<b>Implementatio n</b>		<b>Impac t</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:
To develop a team-teaching model with sports coaches. Teaching staff to work alongside a sports coach once a week and then to teach the follow-on lesson independently.	Dance and Yoga coaches. Specialist Sports Coach to work in school one day a week. Staff to receive weekly CPD from their sports coach. Sports coaches to share their planning and next steps for teaching staff to implement in their independent session. Sports Coaches then come in the following week to help progress the learning. Weekly staff yoga sessions. Staff meetings with specialist coaches.	Specialist coaches as detailed above	The pupils will receive more structured and planned PE sessions following a clear plan with a desired outcome at the end of each half term. All children to engage with a new and different sport as a result of outside expertise/ resource provision	The yoga and trauma staff meeting has been re-arranged as per Covid-19 implications
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Inten t</b>	<b>Implementatio n</b>		<b>Impac t</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><b>Additional achievements: After school club programme</b></p>	<p>The sports specialist has enabled a broad range of clubs to be established in school.</p> <p>As children experience a range of different sports, they are more likely to find something they really love and want to continue with past primary school.</p>	<p>Specialist coaches as detailed above</p>	<p>Autumn and Spring term had many afterschool clubs for children in all year groups. The majority of these clubs ran all year round. The summer clubs were not able to take place due to COVID 19.</p>	<p>As mentioned further above the sports specialist has enabled more staff to get involved in providing after school sport clubs to the children.</p>
<p><b>Additional school swimming provision including afterschool swimming club</b></p> <p>To ensure as many children leave school able to swim and to further develop our more able swimmers</p>	<p>Year 4 children have been swimming for the first 3 half terms of the year following on from Year 3 swimming in the final 3 half terms of the year – this in effect gives the children a whole year of swimming once a week with a summer break. This enables a large amount to achieve their 25M badge. Groups are then smaller in year 6 for top up swimming sessions helping more children learn to swim.</p>	<p>As part of the above swimming package</p>	<p>58% of year 6 children leaving school achieved 25M badge.</p> <p>Year 6 children were not able to have addition swimming due to Covid-19</p>	<p>Be aware that half a term at the minimum will be missed for swimming this year due to Covid-19. How can these children be supported with additional swimming later on in their time at Melbury? More swimming catch up.</p>
<p>To offer a wide range of Sports including inclusive Sports to all pupils.</p>	<p>Yoga sessions delivered to each class by a coach.</p> <p>Outdoor and adventurous activities – orienteering, climbing, water sports, raft building, climbing, high ropes and leap of faith (Year 2, 4 and 6 residential trips)</p> <p>Boccia and curling after school clubs to be established this year with pupils forming teams and taking part in competitive events with other schools.</p>	<p>Pupil Premium Grant (PPG) subsidises other activities for eligible pupils (see PPG expenditure - trips).</p>	<p>Children to have the opportunity to take part in a wide range of sports and activities in and out of school including those which they wouldn't be able to otherwise ordinarily experience.</p>	<p>Residential did not take place this year due to Covid -19, bookings have been continued to next year</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Inten t	Implementatio n		Impac t	
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><b>School Sports Nottingham events, other competitions and transport</b></p> <p>To ensure as many children experience sporting competition as possible</p> <p><b>Family of School Leagues</b></p>	<p>An increased number of sports teams means more children are now taking part in inter school sport competition.</p> <p>An increase in other staff leading teams/clubs and improving confidence and knowledge.</p> <p>Improved behaviour and positive attitudes to health and wellbeing.</p> <p>Children of all abilities have the chance to take part in competitions.</p> <p>Pupils understand that sport is inclusive of all abilities and all can benefit from the life changing impact sport can have on their lives.</p> <p>Children given the experiences of events and competitions across many sports. Pupils gain confidence from participating in events and this has a positive impact on their whole school experience.</p>	As part of the EIP membership	<p>Autumn and Spring terms saw inter school events, fixtures and competitions with different children taking part in at least 1 activity. Summer terms events that would have seen at least a further children take part in an event but were cancelled due to COVID19.</p> <p>Intra school sport competition has also been established further this year with the introduction of the Boccia and curling leagues.</p>	<p>A sporting culture has been established and many members of staff including SLT can now see the life changing impact positive sporting experiences can have on the children. This will mean many events will be budgeted for if the PE funding is stopped.</p> <p>In school sports leagues led by staff will ensure at the very least competitive sport remains in an intra way.</p>
<b>Obtain a basketball kit</b>	Ensure that the pupils get to design and name their basketball team and kit after successes in competitions last year	£250	The pupils took pride in wearing their new kit and development of a team ethos	Continue this team ethos next year with pupils wearing their team kit during the day in a lead up to a sporting event



Next steps to further improve PE, School Sport and Physical Activity at Melbury

- To obtain the Silver school games marks
- To continue a vast and inclusive PE and school sports programme and to again ensure as many children as possible experience a sports team
  - This may look different for the 20/21 academic year. Virtual competitions are likely to be used (at least for the first term).
  - Planning is underway to provide after school sports clubs and developing the in school sports leagues
- To develop a PE and School Sport committee
  - To ensure more children are involved in leading, officiating, planning, scoring of events.
- To establish an active class competition

Ensure that the Melbury Mile is still achieved during new timetable constraints and that active times are developed during the classroom.
- To have more targeted sports groups of children
  - Data this year shows that not as many girls are taking part in after school sports clubs as boys. To target all children that don't attend after school clubs and ensure they are part of lunchtime clubs