

**SMA SPORTS PREMIUM GRANT SPENDING PLAN 2021/2022**

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>School made good use of additional specialist access to sports in 2019/2020/ 2021 (Bryan Small lunchtime physical activities, Gary Anderson; "Safe Me" Y6 programme, Dan Streetly Tennis); Pupil feedback is very positive &amp; impact on P.E. data can be seen.</li> <li>Increased support for staff/opportunities for children to build on wellbeing via event days, e.g. Paralympian day 5.10.21. £1900 raised to use for sports equipment.</li> <li>Increased access to/support in sports for PP and Vulnerable gps as a result of differing activities made available, tailored to their needs as well as those of others, e.g. use of playtimes for physical activity. AW shared assessment data (low attainment amongst sen and pp groups) &amp; staff targeted this using equipment and planned activities – impact positive – see data Summer 21.</li> <li>School recognition locally in extending our participation across a wide range of sports – school games mark, recognition of participation in virtual comp. during Co-Vid 19 pandemic – Streetly Partnership</li> <li>AW now delivers PE across KS1 as PPA cover. This has ensured consistency across teaching and learning in the key stage and supported progression.</li> </ul>	<p>Bryan Small to continue to deliver lunchtime provision to encourage physical activity. This is to be rotated across all year groups during academic year.</p> <p>Continue to monitor PE data/attainment and look at statistical trends from 20/21 and compare with those in 19/20 and the forthcoming year.</p> <p>Continue to monitor participation in sport – increase numbers via Streetly Partnership programme (inspire, engage, compete), which aims to include those less active, as well as those who have more experience of competition.</p> <p>School to develop more ways to offer co-vid secure sporting competition for children (in-school), whilst Omicron is still prevalent and limiting Cluster Competitions across schools.</p> <p>Audit and improve equipment and resources for P.E. and playtimes and use funds raised to purchase new equipment.</p>

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?	80% (July 22)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80% (July 22)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	69% (July 22)
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?	Yes – we sourced x7 additional swimming lessons where applicable, to the underachieving Y4 children in our KS2 setting, with good results. These were prioritized instead of Y6 due to their needs and the lack of opportunities they had received during Lockdown

## 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 students today and for the future.

<p><b>Academic Year:</b> 2021/22</p>	<p><b>Total fund allocated:</b> £37,600 allocated by school, including grant)</p>	<p><b>Date Updated:</b> July 2022</p> <p>The budget was broadly spent in its entirety acknowledging the projected 2% underspend (as set out by the PE Lead), which accommodated the red additional overspends which we anticipated we would meet along the year.</p>		
<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 children undertake at least 30 minutes of physical activity a day in school</p>				<p>Percentage of total allocation: 19% (£7,150)</p>
<p><b>Please see the green red and amber highlights for review of 2021/2022</b></p>				
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact ( 2021/22):</p>	<p>Sustainability and suggested next steps:</p>
<p>To continue to extend breakfast/ASC club to encourage more pupils to get involved in daily activities.</p>	<ul style="list-style-type: none"> <li>• Leader of breakfast club physical activity – accessible to <u>all</u> pupils (e.g. wake up and shake in the morning / mile a day after school</li> <li>• Invest in additional play activities to encourage children and enhance sporting activities for ASC and BC children</li> <li>•</li> </ul>	<p>£2950 <i>( +£300 for Co Vid staff illness cover needed across Autumn 2021)</i></p>	<p>Increased numbers of pupils engaging in regular physical activity. Effectively achieved with ALL breakfast club children and all afterschool club children engaging in at least 17% ( Breakfast Club) and at least 30% ( After School Club) of their scheduled time engaging in Physical activities with increased resources and increased staffing to enable this to be maintained across the year. Where sporting clubs ( netball rounders, athletics football) was scheduled After school club PP and vulnerable children attended free of charge. This was also the same for tennis in the mornings for PP and vulnerable children , across 2021/22</p>	<p>Change morning/after school clubs termly and half termly to offer a range of activities. Encourage other members of staff to support this (after school clubs – physical activities).</p> <p>Review playtime equipment / pupil voice on what other resources may support physical activity at playtimes.</p>

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<p>To use extended playtime in order to engage pupils in daily physical activity.</p> <p>Opportunities throughout the year to engage in additional physical activities which are fun and used to reward and encourage positive attitudes to learning</p>	<ul style="list-style-type: none"> <li>• Staff to lead, with support of class sport leaders, daily physical activities – accessible to <b>all</b> pupils each playtime. Staff to use playtime equipment boxes to provide equipment and resources to engage children.</li> <li>• Children will continue to associate physical activity with fun</li> <li>• Children will continue to engage in fun physical activities of at least 20 mins or more daily during playtimes</li> <li>• Event day – Team GB athlete. Children will take part, raise sponsorship funds to support Team GB athletes and also towards sporting equipment for SMA.</li> </ul>	<p align="center">X 6 events across the year= £4,200</p>	<p>Effectively achieved Positive pupil voice response Dec 21/ Spring 2022 AW observed physical activity during playtimes Dec 21/March/April 2022. Activities were appropriate for classes, e.g. age-related &amp; tailored to needs of the class. Increasingly led by sports leaders and class leaders across Spring and Summer 2022- embedded knowledge of how to structure and how to be inclusive was apparent</p> <p>We aim to link emotional resilience with self belief and self challenge, through sports activities for children, in line with our School development Plan. This will be apparent through tracking of more vulnerable children and groups- who are engaging in physical activity as a result of the opportunities they are receiving.</p> <p>Effectively achieved Common wealth week, Wellbeing Day, Athlete Day, Sports Week, Problem Solving Day, EYFS Sports and Activity day and the Queens Jubilee- ( Dance through the ages for KS2) were examples of planned and specialt supported activities to promote Sports as fun and something to achieve/aspire towards</p> <p>Increased number of less active children and PP children participating in extra-curricular clubs/competitions/events in school.</p> <p>Effectively achieved Statistics gathered in July 2022 demonstrated that of the 75% of children who had engaged in extra curricular activities across 2021/22, 20%</p>	<p>Plan another event day (sponsored event/inspirational athlete) for Summer term 22.</p> <p>Problem Solving Wellbeing Day to be rearranged.</p>
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			<p>of these had been PP or vulnerable children. This is above the ratio of PP children to other children in school We are proud to have achieved it. Similarly, it also evidenced that of the 75% of UKS2 children involved in extracurricular activities, 10 % had been SEN children. This is in keeping with our statistics which broadly identify 13% of our population to be SEN. Evidence for LKS” demonstrated 100% attendance in tennis/boogie bounce as well as 1/3 ( 33%) of children who attended After school clubs for these events being PP or vulnerable. This is higher than our school statistics which broadly identify 13% of our population to be SEN and 13% to be PP</p> <p>Pupil response to additional physical activities, e.g. wellbeing event/ Sports day Boogie Bounce/Tennis, were positive: children shared their enjoyment. We used some Sports Premium to support funds raised for additional sports equipment and large baskets to house them on wheels for ease of use.</p>	
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<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
<b>Please see the green red and amber highlights for review of 2021/2022</b>				49% (£18,984)

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
We intend to continue with the help of a proven, successful local athlete to support	<ul style="list-style-type: none"> <li>Children will be kept physically active much more with paced</li> </ul>	£4224 (32wks)	We believe that staff will be able to develop an increased bank of resources	Continue to monitor data, pupil voice feedback and findings from drop ins.

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<p>lunch time games.</p> <p>We intend to employ a teacher for 1 morning each week to facilitate deploying AW to deliver curriculum P.E across the year.</p>	<p>training, across the 3 terms</p> <ul style="list-style-type: none"> <li>• Staff will have specialist support to encourage good development of games, gym and dance skills, appropriately supported by teachers’ knowledge of the NC 2014</li> <li>• Groups will be rotated across the term, to ensure an equality of specialist provision, by the Lead PE teacher &amp; BS lunchtime activities</li> </ul>	<p>£4320) (36 weeks)</p>	<p>and ideas, to interest children, motivate them and enthuse them in sports activities. This will be as a result of specific interventions described and supported/inspired by AW lead PE teacher and other Sport Specialists, e.g. BS, Dan from STC.</p> <p>Evidence will be gathered through pupil responses, assessment and drop-ins</p> <p>Effectively achieved Bryan Small attended across Lunchtimes; children’s voice was very clear, They cheer when they hear it is their turn with him! The opportunity for the PE lead ( AW) to be out of class ensured the consistent and challenging expectations for all children and staff to engage in activities, and enabled monitoring to be in her capable hands- with reports made throughout the year back to SLT.</p> <p>Activities were back up and running much more than in other settings as a result of her time out of class. The agreement by Governors to fund this half day demonstrated their commitment and determination to raise the profile of PE effectively- with excellent results. ( See Link Governor Reports across 2021/22 for PE from Phil Probert</p>	<p>Evaluate the use of longer first breaks and the use of resources purchased across 2021/22. Monitor effectiveness in terms of all children being physically active and make appropriate adjustments.</p> <p>Share adjustments and innovations, including reasons for change, with all stake holders</p>
<p>We intend to continue the success in 2020/21, delivering lessons in UKS2 in promoting self-belief and pride through a new initiative each week with a nurture asst supporting in Y5/6 initially with boxing, self belief, 1-1 sessions and pupil interventions</p>	<ul style="list-style-type: none"> <li>• Children will have greater self-belief through sessions</li> <li>• Children will have confidence in how to react when they feel vulnerable, through good training</li> <li>• Children will have a discipline to fitness training to develop and expand on for life</li> </ul>	<p>£2340(39wks) RE £1000 (15 wks) CK</p>	<p>We believe that the small group opportunities and discussion scenarios, that this facilitates regularly, will significantly impact on children’s confidence in themselves and their world and in their positivity towards themselves and their learning.</p> <p>Effectively achieved</p>	<p>Monitor and invite pupil and parent responses in the programme/alternative provision again in 2022/23</p> <p>Consider the place of purchasing differing sporting equipment for LKS2 nurture use Eg larger bikes for use on a weekly basis for CK ( L3 TA) to</p>

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			<p>The use of the Punch bag was a great success with local coaching being given to children involved. Younger children aspire to be able to take part. Older children look forward to opportunities to do so.</p> <p>The opportunities provided for these vulnerable children were facilitated for at least 90% of the year despite staffing absences, as the nurture asst and the class teacher saw the benefits and were flexible in its application where needed.</p>	<p>engage the needy children in nurturing exercised after physical exercise) These could be housed in the already purchased Boogie Bounce Shed?</p> <p>Consider who and how these LKS2 children could be supported in terms of physical exercise including some additional coaching in sports activities eg bike riding and the purchase of additional equipment to enhance eg bike helmets, gloves etc</p>
<p>We will continue to deliver an Outdoor &amp; Adventurous curriculum to support pupils' emotional well-being and build on their resilience, confidence, collaborative skills and teamwork.</p>	<ul style="list-style-type: none"> <li>• Children will be encouraged to develop their resilience, confidence and teamwork skills via a range of problem solving and team games and activities.</li> <li>• Children will enjoy and improve existing skills through good support and leadership by staff</li> <li>• Children will have access to new equipment – rolling programme with a focus on each phase per term</li> <li>• Children in KS2 will attend an off-site activity centre to take part in OAA.</li> </ul>	<p>£500 (initially via Behavioural awards) <i>(+ another £300 minimally across Spring and Summer 2022)</i></p> <p>£1,000 for new large equipment <i>(+ £100 for software license)</i> and £3000 for off-site activity visits (ks2) in addition to SF additions from Sponsorship <i>(£4,000) (+ an additional £700 approx to house the new equipment safely)</i></p>	<p>We intend to observe children improving and refining teamwork, communication and problem solving skills. We also observed increased listening skills. We aim to continue to promote these techniques for selected classes.</p> <p>Effectively achieved</p> <p>Opportunities were provided in Yoga across the Spring and Summer terms for x2 year gps. These were successful and Children's voice evidenced it being used in practice in some cases.</p> <p>Boogie Bounce was launched with great uptake and enthusiasm- as an enrichment and also used as class based learning. Groups were never less than 10 and often as many as 20 children . Staff effectively managed these using the Boogie bounce License also purchased by the Sports lead (AW)</p>	<p>Re engage in training for punch bag usage early on in the Autumn term</p>
<p>We intend to continue to engage in dance , gymnastics, tennis, multi-skills and football skills, via qualified external coaches delivering effectively, targeted at specific groups of children to raise self-belief /esteem and sense of belonging</p>	<ul style="list-style-type: none"> <li>• Children will acquire and improve skills in these areas, which will be monitored via termly assessments.</li> <li>• Pupil voice will also be used to reflect on pupils' wellbeing.</li> </ul>		<p>Effectively achieved</p> <p>School took part in: Rounders, Tag Rugby, Athletics (indoor), dance football, netball and multi skills inter school events They achieved 1<sup>st</sup> and 2<sup>nd</sup> places in Rounders' and in Netball</p>	

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<p>We will promote and encourage collaboration and problem solving skills, via targeted activities during P.E and wellbeing time, along with a focused Problem Solving day, delivered by an outside agency.</p>	<ul style="list-style-type: none"> <li>• Children will be participating in a problem solving day, that combines problem solving with physical activity.</li> <li>• Pupils will demonstrate team work, critical thinking, resilience and collaboration.</li> <li>• Pupil voice will be used to evaluate effectiveness, along with evidence of skills transferred to other areas of school life.</li> </ul>	<p>£2100 Dan – Streetly Tennis</p> <p>£500 – Problem Solving Company</p>	<p>events as well as some lesser results.</p> <p>Pupil voice was strong. They were proud and happy to represent the school. They were aware of the importance of participating not just keen to win</p> <p>Effectively achieved</p> <p>We observed good opportunities, particularly for KS2 across 20/21 to be enthused through dance; Y4/5 to improve tennis hand eye co-ordination and shots.</p> <p>We intended to continue to provide such extended opportunities for these cohorts in 2021/22. Therefore, across Summer Autumn 21 and then Spring 2022 Dan ( Streetly Tennis) attended and delivered effectively. Children’s expertise and application of learning was very apparent. They looked forward to these sessions Staff engaged effectively with them also</p> <p>Dan also attended each morning ( 8am) across two terms for PP and vulnerable children Although a smaller gp, this was effective and well supported and valued by parents and other staff as beneficial to the small gp selected. This was largely funded through Sports premium</p> <p>Dance/ Dance related activities using trampolining was effectively and progressively taught by our PE Specialist across Y1-Y6 . This was enabled through her being released weekly.</p> <p>Please see above</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Please see the green red and amber highlights for review of 2021/2022				10% (£3300 predicted- <b>(£3820 actual)</b> )
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Release time and specialist provision for Staff to attend and co-ordinate a variety of sporting fixtures including tennis, gymnastics, dance, athletics, netball, tag rugby, football, multi skills . Travel costs for participation in a variety of inter school sporting competitions and events across the year	Secure half day cover or equivalent for sporting fixture to be organised and for coaches to attend  Spending plan to be renegotiated to include: BS for Curriculum Support for small groups of identified children only.	£1620 (% covered from SBS also)  £480 ( £40 x 12 – transport) <i>Actual expenditure due to Covid/Brexit- for taxis required was higher than anticipated</i>	Effectively achieved within the constraints imposed by a recovering country from Lockdown and return to Team fixtures  A wider group of children (supported by Streetly Partnership’s initiative of inspire, engage, compete), had greater opportunity to participate in inter school competitions after school and during school, as a result of free available travel.  Team participation impacted greatly on self-belief, esteem, camaraderie and sporting prowess; it also impacted on competitive spirit and the desire to be a team player.  School staff were released to organise and coach children for these events, providing good role models in how to behave, how to be competitive and how to win /lose gracefully- an area we continue to target as part of our British Values and respect for others.  School staff also supported children to compete to the best of their ability linking personal bests and achievement to personal success.  Staff training both in theory and practical from previous years Sports premium has increased staff confidence and knowledge of teaching P.E. CPD provided by sports specialists has also improved knowledge and skills of staff when	Continue to vary and extend staff involved to share the load, avoid impingement on other areas of the curriculum for one member of staff, particularly with the change of PE lead  Continue to use new resources Eg Boogie Bounce  Continue to encourage new and differing opportunities for sports across the year to engage more children Engage in specialist provision for PE where possible including yoga tennis dance etc  Follow the alternative provision plan from Jan 2022 until clubs resume

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<p>Provision for targeted staff to develop PE skills through quality CPD</p> <p>P.E. curriculum page to offer a central reference point to support and help staff with planning, knowledge of skills, use of key vocabulary and assessment.</p>	<p>Staff meeting time - AW</p> <p>Webpage to be updated and reviewed by AW ensuring that information is relevant and current.</p> <p>Key knowledge Organisers to be created for all yr gps to increase subject knowledge and inspire children</p>	<p>Management time and PE linked staff meeting time - £1200</p>	<p>teaching PE Pupil voice is positive. It celebrates success and pupil voice is valued –it offers an insight into the journey of P.E. at SMA.</p> <p>Effectively achieved The PE action plan was almost completely delivered Staff engagement in assessment and in events, including the place of pupil voice is evidence of the success of the time facilitated for updates and communication in PE to staff/governors as well as via the website etc</p>	<p>Reallocate responsibility for maintaining PE Page and monitor its maintenance in line with other Website pages and information</p> <p>Re evaluate the use of the KKOS in PE and encourage staff to see them more as a teaching tool and not just as information from parents</p> <p>Update and tweak these as needed</p>
<p><b>Please see the green red and amber highlights for review of 2021/2022</b></p>				<p>Percentage of total allocation:</p>
				<p align="center">0%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p> <p>Governors and SLT to consider how best to replace and retrain the new PE Lead in order to maintain the high level of pupil participation for all</p>

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				<p>Governors to review the LA and Diocese decision across 2021/22 to prioritise sporting extra curricular activities and events for KS2 initially.</p> <p>Governors to liaise with staff to consider the place of sporting enrichment for KS1 also across 2022/23</p>
<p>During this restricted period, we have made the decision to not allocate monies to this Key indicator but to spend more on outdoor adventurous resources for children to climb and use outside instead. ( see Key Indicator 2)</p>				
<p><b>Key indicator 5: Increased participation in competitive sport –</b>  <b>SMA</b> School participate in much competitive sport. It has been an area of concern in the past, as parents and children are sometimes over competitive at the exclusion of some. We, therefore, have not allocated specific funding to this Key indicator in 2021/2022. The current Co-Vid 19 pandemic continues to limit the opportunity for inter-school competitions. As a result, competition has taken place virtually as part of The Streetly Partnership and also in school, through planned events, such as netball matches, themed football days and sponsored fitness circuit events.  <b>A nominal holding fund to allow for kit renewal, t shirts, communication etc continues to be £1,700</b>                  Face-to-face sporting competition (against other schools) has yet to resume.</p> <p>Effectively maintained. The PE Lead updated the PE inter class board. This was eventually renewed with funding partially supported through Sports Premium ( £700) as it was in constant use and therefore often became ripped. It is now much improved and 21 century. T-shirts and necessary resources to facilitate children to be involved in some competitive sport were also maintained.</p> <p>Medals/certificates/badges for pupils’ sporting achievements outside of school have been sourced, when required, for competitions/events that have taken place in school. £600</p> <p>Effectively achieved. Children benefited from stickers, meals, badges and trophies across the year, sourced via this small budget.</p> <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>• Balance the place of competitive sport for all with competitive sport for the most able. Evidence those who have no experience and provide as many opportunities as possible at Ks2</li> <li>• Build on opportunities for competitive sport within school via interhouse or inter class opportunities at a lower level Eg KS1 and Lower KS2. These could be built into existing WLP themes and opportunities or could be similar to Art and Science Days</li> <li>• Liaise with other schools to consider best practice</li> </ul>				<p>Percentage of total allocation:</p> <p>8% (£2,300)</p>
<p><b>Other Indicator identified by school: Additional Swimming</b></p> <p><b>Please see the green red and amber highlights for review of 2021/2022</b></p>				<p>Percentage of total allocation:</p> <p>12% (£4500)</p>

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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 all Y4 swimmers increase their attainment by 5+ metres thus increasing their confidence in water. – All Y6 pupils , through additional swimming in the summer, can perform safe self rescue over a varied distance so they are confident and safe in water.</p>	<ul style="list-style-type: none"> <li>• Renegotiate additional pool space over a term in the summer term 22.</li> <li>• To secure additional travel arrangements to facilitate this</li> <li>• To employ a fully qualified coach to facilitate swimming expectations</li> </ul>	<p>£4500</p>	<p>Effectively used and partially achieved allowing for some appropriately different provision as a result of the needs presented from Lockdown for the presenting cohorts It was considered appropriate this year to focus on our Y4 children as their swimming needs were much greater than the outgoing Y6 ( 80%+ competent swimmers)</p> <p>The pressures of Lockdown had significantly impacted on the anxieties and the resilience of the current Y4, therefore SLT , supported by the Y4 class teacher and the PE lead sourced the additional x 6 lessons back to the needy swimmers in y4, with effective results instead of the usual inclusion of the less able swimmers in Y5/6.</p>	<p>Across 2022/23 look at the less able swimmers in Y5 and Y6 again as a priority need. ( These may/will include the current Y4 children)</p>