

## Frome Valley PE Sport Grant Report 2021-2022

<b>Total Funding Awarded</b>	<b>£17,090 + £9628 carried over</b>
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### **Objectives:**

- To develop physical development in the early years
- To redesign and teach the new PE Curriculum.

### **How we plan to spend our money:**

- External coaches (£3000)
- Redesigning PE Curriculum planning and resourcing (£8000)
- Update sports equipment (£6000)
- Early Years physical development resources (£8,000)

### **Action Plan 2020-2021:**

Objective	Success Criteria/ Impact	Actions to be taken	How it will be monitored	Evaluation (July '22)
To develop physical development in the early years	<ul style="list-style-type: none"> <li>• Children's physical development improved</li> <li>• Teachers feel more confident with PE Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• 3 x day supply to plan new EYFS PE curriculum</li> <li>• 3 x day supply for pre school leader and reception teacher to meet about redesigning outdoor area</li> <li>• Closer link made between pre school and reception in physical development</li> <li>• Gross motor resources purchased for new curriculum coverage</li> <li>• Fiddly Fingers resources purchased for fine motor skills intervention group</li> </ul>	<p>Long term and medium term Planning (shared with PE coordinator and headteacher)</p> <p>Lesson observation</p>	<p>The new EYFS PE curriculum has been fully planned and taught from the Spring Term this year. Gross motor resources and fiddly fingers resources have been purchased in line with the new curriculum. Examples of these resources include: a physical development trail, a climbing frame tower with a slide, water channelling set, trikes, polydron, balls, rackets and hoops. In terms of fiddly fingers; tweezers, threading and lacing and connecting items in games were purchased. There has been a closer link between preschool and reception this year. Both leaders have met to redesign their shared outdoor area which encompasses both gross and fine motor skills. They also held a parents information evening about the importance of the development of the prime areas before school. A discussion of PE and physical development was a big part of this meeting. End of year data for EYFS shows good progress from the beginning of the year to the end of the year. ARE in Physical Development increased from 64% at the beginning of the year to 87%. The children below ARE decreased from 33% at the start of the year to 13% at the end of the year. Next year, Year 1 and Reception will meet to look at the progression of skills and vocabulary across the two year groups.</p>

To redesign and teach the new PE Curriculum.	<ul style="list-style-type: none"> <li>Teachers feel more confident with PE Curriculum</li> <li>Clear skills progression through year groups.</li> <li>Improve knowledge of skills in the long term memory</li> </ul>	<ul style="list-style-type: none"> <li>Each teacher given 6 x day supply to plan and resource new PE curriculum. HLTA involved in planning (as often teaches PE)</li> <li>KS1 and KS2 work together in key stages to ensure progression in vocabulary and skills</li> <li>Purchase resources for new curriculum</li> <li>All teachers using new planning to deliver PE curriculum</li> <li>Use Milestone Tasks and Flashback 5s to assess children's understanding</li> </ul>	<p>Long term and medium term Planning (shared with PE coordinator and headteacher)</p> <p>Lesson observations</p>	<p>All teachers from Reception to Year 4 have redesigned their PE curriculum. Teachers in Reception and KS1 have completed their PE planning for the whole year and have taught using the new planning since the Spring Term. KS2 have begun to plan their PE curriculum but due to staff illness and lack of available time, they need to complete their planning next term. With staff in KS2 moving year groups, this actually gives the new staff ownership of the PE planning for their new year group. KS1 worked together on their PE planning to ensure progression in vocabulary and skills. This model of working has worked particularly well and KS2 will be encouraged to do the same next term. The HLTA, who teaches many PE lessons across different year groups, has been involved in the new planning. She has had a meeting with the PE coordinator to discuss the new planning, has helped plan a series of lessons and has observed the PE coordinator teach a lesson following the new curriculum. Resources have been purchased and will be continued to be purchased next year, as they arise. Flashback 5s and fundamental movements have made the teachers more aware of the children's progression in skills. However, Milestone tasks need to be added to next year's action plan to ensure a clear awareness of how children are progressing in their skills.</p>
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### **The effect of the premium on pupils' PE and sport participation and attainment (to be evaluated July 2022):**

Using the Sports Premium, the purchase of additional resources (e.g. large polydron, large building bricks, various balls and rackets, a bluetooth sound system to play music for dancing) has enabled children to participate in a wider range of sports at break and lunchtimes. There has been a varied choice in sports provision this year using the Sports Premium, including Relax Kids, Bollywood Dancing and scooters/skateboarding. This has enabled children to try different sports as well as encouraging those not keen on the 'traditional sports' we teach at school to try something new. This was very obvious during Health and Fitness Week, where children who do not enjoy PE normally, all joined in with the bollywood dancing and scootering with enjoyment seen on their faces throughout. Forest schools has also been taught this year, with each year group taking part in half a term of outdoor education. Again, the children who find PE lessons a struggle, looked forward to each PE lesson during Forest Schools.

In terms of attainment, with the Sports Premium money being spent on developing physical development in the early years, the end of year data for EYFS shows good progress from the beginning of the year to the end of the year. ARE in Physical Development increased from 64% at the beginning of the year to 87%. The children below ARE decreased from 33% at the start of the year to 13% at the end of the year, showing a huge improvement in their attainment.

### **How will you make sure these improvements are sustainable? (to be evaluated July 2022)**

Using the Sports Premium, all teachers have been able to redesign and update their own PE planning for the whole year. This enables the teachers to have ownership of their own planning and therefore a greater knowledge of their PE curriculum. This PE planning is now in place to use each year. The HLTA, who takes many PE lessons across the school, has also been fully trained and involved in the new PE planning which she will be using for the next few years to come whilst covering PPA. Resources have been purchased to last the next few years too. By using the Sports Premium money for the early years, it will enable children to make more progress and therefore gain a better grounding in fine and gross motor skills (this has been evident in the EYFS data this year). This progress and grounding will then have a positive impact on their skills and enjoyment in physical education as they go up through the school and beyond.