



**BROADWAY
FIRST SCHOOL**
Inspire • Challenge • Achieve

Sports Premium Funding Report 2020-2021

Total amount carried over from 2019/20	£11,330.19
Total amount allocated for 2020/21	£16,850.00
Total amount	£28,180.19
How much do you intend to carry over from this total fund into 2021/22?	£44567.19
Total amount allocated for 2021/22	£16,850.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,317.19

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Year 4 & 5 two full days bell boating on the River Avon • Full day Outdoor and Adventurous activities for 34 Year 4&5 students • Skipping workshops for the whole school, followed by a 'Festive Skipping Festival' • African Dance workshops for the whole school during Africa Culture week • Two daily active blasts set throughout lockdown period • After-school clubs restarted April 2021 and offered to all children • Introduced Moki activity trackers to all Year 4 and 5 students • Year 5 children took part in School Games virtual cross-country competition • Fitness challenges repeated each term so children can see their progress • Forest School Leader training started for a member of EYFS staff, to enable her to lead weekly sessions once completed in 2022. 	<ul style="list-style-type: none"> • Competitive sport • Variety of clubs • Break time activity – training for lunchtime staff to led activities • Introduction of new sports and opportunities • Introduce daily mile as a weekly incentive to boost daily active minutes

Key Indicator 1		Upskill school staff, increasing confidence, knowledge and skills in teaching PE and Sport		
Actions	Summary of objective	Cost	Impact and Evidence	Sustainability
To employ specialist PE Teacher from P and E Sports	Provide teaching staff CPD in PE. Upskill school staff in their ability to teach PE, games and school sports effectively. Up skill teaching staff in assessing pupil progress.	£3260	For staff to feel more confident in the delivery of PE. <ul style="list-style-type: none"> • Staff questionnaires • Feedback from coach Increased attainment and progress by children from receiving quality first teaching. <ul style="list-style-type: none"> • PE assessment levels • Pupil voice • Lesson observations 	Staff will feel more confident in the teaching of PE after the CPD. They will then be able to deliver future sessions independently. The children will have a better knowledge of sport for the future and will have developed their coordination along with other areas that will strengthen their bodies and help them to progress physically.
African Dance Workshop	Provide teaching staff CPD in how to deliver a dance lesson. CPD for TA's in how to support during dance lessons.	£419	For staff to feel more confident in the delivery of a dance unit. <ul style="list-style-type: none"> • Staff questionnaires • Feedback from teaching staff and TAs • Planning Increased attainment and progress by children from receiving quality first teaching. <ul style="list-style-type: none"> • PE assessment levels. • Pupil voice. 	Staff will feel more confident in the delivery of a dance unit, understand how to progress skills and use music. The children will have developed their coordination, strengthen their bodies and help them to progress physically.
Skipping workshop	Provide all teaching and lunchtime staff CPD in skipping skills and games to use in PE lessons and during active playtimes.	£75	For staff to feel more confident in keeping children active during active playtimes. <ul style="list-style-type: none"> • Staff questionnaires • Feedback from teaching staff, TAs and lunchtime staff Increased attainment and progress by children from receiving quality first teaching.	Staff to feel more confident in leading active playtime sessions. The children will have developed their coordination, strengthen their bodies and help them to progress physically.

			<ul style="list-style-type: none"> • PE assessment levels. • Pupil voice. 	Children will develop team building/social skills, show school values and be able to take turns.
Impact and Review 2021	<p>Staff questionnaire in Sept 2020 identified that ¾ teachers showed low confidence in teaching dance, so Dance units were placed later on in the year to make time for CPD beforehand. School closures meant training and unit were both postponed but went ahead in May 2021. Verbal feedback from teachers was positive and they felt it had given them a structure to work on, all reported feeling more confident to deliver a dance unit. 3/4 Teachers successfully planned and delivered a Dance unit after training.</p> <p>Assessing children's attainment and progress in PE was also identified as an area for development. Teachers and coach worked together to make ongoing assessments during lessons and met at the end of each unit to make formal evaluations which were then entered into online tracking system.</p> <p>Teaching staff shadowed and worked alongside our sports specialist all year (except for Jan-Mar school closure), teaching progression of skills and small sided games, adapting the lesson to suit needs and abilities of all pupils. During every PE lesson, children are asked to stretch and warm up, showing when questioned a good understanding of why they do this and they are able to relay why exercise is important for our bodies.</p> <p>All children fully engaged in PE lessons and achieved ARE Summer end, apart from one student because of an ongoing injury and related treatment.</p> <p>Progress through the school year:</p> <p>Year 1 children's progress was consistent throughout the year, 100% achieve ARE by Summer end</p> <p>Year 2 8 % below ARE to 100% achieving ARE by Summer end</p> <p>Year 3 11% below ARE to 100% achieving ARE and 11% above ARE by Summer end</p> <p>Year 4 5% below ARE to 100 % achieving ARE and 32% above ARE by Summer end</p> <p>Year 5 6% below ARE/94% ARE to 6% below ARE, 94% at ARE and 25% above ARE by Summer end (6% represents one child who was unable to take part in PE due to an ongoing injury and related treatment).</p> <p>Pupil voice informed me that children understand the importance of exercise and that physical exercise 'refreshes their brains' and helps them with their work inside the classroom. They could clearly and in detail explain the rules of the sports they were being taught and, for example in netball, describe the different passes and when they might use them in a game. Overall feedback was positive and the children all reported that they enjoyed PE lessons.</p> <p>All teaching and lunchtime staff took part in the skipping training. Evidence from observing lunchtimes showed that children were encouraged to skip and take part in group skipping games where a member of staff instigated and encouraged activity. Moki activity tracker data showed that Year 4 and 5 were being more active during playtimes and there were less behaviour incidents. More children were engaged in skipping since sports such as football were not able to be played because of the risk of footballs rolling into different bubble zones.</p>			

Key Indicator 2		Broader range of sports activities offered to children		
Actions	Summary of objective	Cost	Impact and Evidence	Sustainability
To introduce new sporting opportunities to children – Bell boating.	<p>All Year 4 and 5 children to participate in 2 full days bell boating on the River Avon.</p> <p>Aim to teach children paddling techniques with opportunities for team building skills.</p>	£180	<p>Increased attainment and progress by children.</p> <ul style="list-style-type: none"> PE assessment levels Pupil voice 	Children will develop confidence and a love for new and adventurous activities on water.
To introduce and develop skipping skills throughout the school.	All children to learn basic skipping skills and games that can be practised and enjoyed during active playtimes.	£285	<p>Increased activity during active playtimes and to develop co-ordination and strength.</p> <ul style="list-style-type: none"> PE assessment levels Pupil voice 	<p>The children will have developed their coordination, strengthen their bodies and help them to progress physically.</p> <p>Children will develop team building/social skills, show school values and be able to take turns.</p>
To introduce and develop safe cycling skills through Bikeability progressive program.	<p>Year 4 and 5 children to complete Bikeability training</p> <p>Year 4 Level 1 – mastering handling skills in a traffic-free environment.</p> <p>Selected Year 5 children to complete Level 2 – developing skills and confidence to cycle on local roads and simple junctions.</p>	Cost to parents	<p>Increased attainment and progress by children.</p> <ul style="list-style-type: none"> Pupil voice Number of children achieving level 1 Number of children achieving level 2 	The children will have developed a life-long skill; bicycle handling skills, balance, co-ordination and confidence to ride on the roads safely.
To increase the available opportunities for children in extra-curricular sports through the use of external coaches.	Ensure all children have access to lunchtime and after-school sports club.	£1612	<p>All children in school will have the opportunity to participate in extra-curricular sport.</p> <ul style="list-style-type: none"> Evidence Club registers 	Children will have a love for sport which may lead them into joining extra-curricular clubs outside of school.

	To increase the number of pupils participating in extra-curricular sport.		<ul style="list-style-type: none"> External coaches are used to enable the children to receive quality first teaching. Observation of lunchtime engagement Pupil voice 	Children will have up-skilled themselves in an area of sport of their choice, delivered by external coaches.
To ensure all Year 5 children can swim 25 meters before the end of the year.	<p>All children to develop and progress in their swimming skills and have a good understanding of water safety.</p> <p>Children in Year 5 to reach the goal of swimming 25 meters by the end of the Autumn Term.</p>		<p>All children in Year 5 will be able to swim 25 meters by the time they leave.</p> <ul style="list-style-type: none"> Evidence – swimming assessments 	Children will have this skill for life and will be able to use it when they leave our school.
Impact and Review 2021	<p>The sports specialist offered team games and multi-skills sports clubs, both at lunchtime and after school.</p> <p>Bikeability Level 1 (offered to both Year 4 and 5 due to Covid-19 school closure)</p> <ul style="list-style-type: none"> Year 4 children 16/19 (two children cannot ride a bike so chose not to take part and another had a broken wrist) Year 5 children 14/16 (one child cannot ride a bike so chose not to take part and another has a long-term injury with ongoing treatment) <p>Level 2 (fewer children took part in Level 2 than in previous years due to Covid-19 school closure and therefore didn't have basic road awareness)</p> <ul style="list-style-type: none"> Year 5 children 11/16 <p>Two after-school clubs have run Summer '21, one for each bubble. KS1 Multi-skills, 19 out of a maximum of 20 places signed up with 94% attendance including 1 PP student with 100% attendance. KS Team games, 14 out of a maximum of 20 places signed up with 85% attendance (5% absence due to a school trip) including 1 PP student 78% attendance.</p> <p>Due to social distancing safety measures, swimming lessons were postponed until January 2021. Unfortunately, the second lockdown period meant swimming could not take place this school year.</p>			

Key Indicator 3		The engagement of all pupils in regular physical activity at least 30 minutes per day		
Actions	Summary of objective	Cost	Impact and Evidence	Sustainability

To invest in Moki technology bands to track physical activity in Yr4/5, to encourage more physical activity, achieving <u>at least</u> 30 minutes a day.	Children wear trackers bands daily to track physical activity. Children strive to improve and increase the amount of time they are active during the day.	£906	Increased physical activity, at least 30 minutes a day. <ul style="list-style-type: none"> Track each day's activity and log onto online tracking system. Analyse at the end of each week and half term. 	The resources will last for future pupils to use. Children will be more physically active which will improve the wellbeing, happiness and health of the child. Behaviour should also be improved if children are engaged in physical activity, working with and alongside peers.
To invest in resources to improve sporting opportunities during lessons and at playtimes.	Purchase purposeful play equipment. Install all-weather surface under existing trim trail so it can be used through the school year. Repair and replace damaged and missing elements of existing trim trail.	£1,367.30 £13,950	Purposeful play equipment will allow children to play actively at all playtimes. <ul style="list-style-type: none"> Observations Photos Resources Y4&5 Moki activity tracker data Resurfaced/repaired trim trail will allow more children to be active during playtimes and take part in the daily mile initiative. <ul style="list-style-type: none"> Observations Photos Pupil voice Y4&5 Moki activity tracker data 	The resources will last for future pupils to use. Behaviour will be improved as children will be occupied when using resources/trim trail which will improve the wellbeing and happiness of children. Children will be more physically active which will also improve the wellbeing, happiness and health of the children.
To provide selected children with Smart Moves sessions.	Children take part in a program of sessions that enable and promote co-ordination, muscle strength to improve fine motor skills.	No cost as staff already trained.	Children will be able to successfully: <ul style="list-style-type: none"> Balance on one foot for 10secs, both feet Catch a small and large ball Dribble a ball through 5 cones 	Children will develop strength and co-ordination, enabling them to participate in physical activities with greater challenge and skill. Fine motor skills will be improved which will have an impact on everyday activities

				and skills, such as handwriting and using tools.
To upskill a member of EYFS staff with the Level 3 Forest School Leader qualification.	<p>SW to complete course over the next school year and to provide an inspiring outside classroom learning environment for EYFS.</p> <p>Training includes: Course work 6 weeks teaching experience/log Assessment/Level 3 Qualification</p>	£797	<p>For SW to confidently lead forest school sessions weekly within EYFS setting. Support play and exploration, support children's own risk taking in a controlled environment and enhance self-esteem through their own hands-on experience in a natural woodland setting.</p> <ul style="list-style-type: none"> • Photographs • Pupil voice • Observations 	<p>Level 3 qualification achieved and SW to lead weekly forest school sessions within EYFS.</p> <p>Children to be able to manage own risks in an outdoor setting, enhanced self-esteem and confidence to explore and use an outdoor setting.</p>
Impact and Review 2021	<p>Year 4 and 5 have been wearing their activity trackers for most of 2/3 terms daily and uploading their activity each day. We had problems with the trackers synching and data collection to begin with so early data was not effectively collected. During the Spring Term school was closed and in the Summer Term engagement was increased due to the watches as children were motivated to beat their previous day/weeks scores.</p> <p>An all-weather surface was installed underneath our existing outdoor trim trail and damaged sections of the trail were repaired. This will allow the trim trail to be used through the seasons and not be dependent on good weather, encouraging children to be more active and develop their balance, strength and coordination. This equipment will last many years offering this opportunity to many children in the future.</p> <p>New sports equipment was also purchased (footballs, netballs, rugby balls, beanbags and multi-skill balls) enabling children to have a ball each during lessons and spend more time actively engaged in lessons and practising skills.</p> <p>Children participate in active play sessions every day. This includes different activities such as the daily mile, skipping and coach led sports during two lunchtimes.</p> <p>Smartmoves: 6 children were identified as needing additional support to develop co-ordination, muscle strength and to promote and improve gross and fine motor skills. They all successfully completed the program and were all able to;</p> <ul style="list-style-type: none"> • Balance on one foot for 10secs, both feet • Catch a small and large ball • Dribble a ball through 5 cones 			

	<p>The impact was evident during PE lessons and active playtimes when children were more co-ordinated and able to successfully develop and practise skills taught without the need for them to be broken down into smaller steps. This also improved confidence and enjoyment.</p> <p>Forest School training began April 2021. Impact to be reviewed after training is complete in 2022.</p>
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Key Indicator 4		Profile of PE and Sport is raised across school		
Actions	Summary of objective	Cost	Impact and Evidence	Sustainability
To enable the PE Leader to effectively lead, monitor and support PE development	<p>PE Leader to attend PE Cluster meetings.</p> <p>Management time to co-ordinate resources and monitor the impact of PE spending.</p>		<p>For JP to have a sound knowledge of PE across the school.</p> <ul style="list-style-type: none"> Monitoring both coach and staff lessons Assessment of planning, making sure all objectives are covered End of term/year data 	JP can then use this in future years to lead PE more effectively and ensure consistent quality first teaching throughout school.
Weekly assemblies delivered by PE Lead.	Assemblies to show children the link between our school values and sporting values using real world events/stories and sportspeople.		<p>Children to see the link between our school values and sporting values. Children model behaviour and practise values taught.</p> <ul style="list-style-type: none"> Monitoring and observation of lessons Pupil voice 	Children take these examples and embed them within their own practise and experiences, showing they can play fairly, follow the rules of the game and support and include team members and show respect to the opposition.
Impact and Review 2021	<p>PE cluster meetings have not taken place this year due to COVID-19 restrictions and no face-to-face events have taken place.</p> <p>Management time used to monitor and observe lessons taught firstly by PandE coach and then the teachers follow on lesson. Evidence of more confident delivery by teachers and consistent behaviour management between sessions. Children's progression of skills evident and areas that some children found a challenge were broken down into smaller, more manageable steps, whilst the more able were challenged further. Pupil voice showed that children understand the importance of exercise on their physical and mental health and enjoy their PE lessons.</p> <p>Management time used to check and make amendments to LTP after Jan-March school closure. Changes were made to ensure all children had opportunities to experience sports and skills planned.</p>			

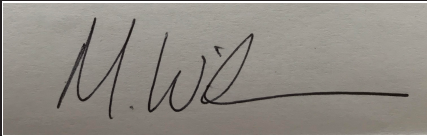
	Impact of assemblies linked to sporting and school values is evident during PE lessons, intra-school competitions and playtimes. Teachers have observed a growing team spirit, encouragement between team players, fair play and respect during competitive games. Conversations with pupils show a growing understanding of the benefit to all players of following a guideline of values. Children could identify and name the values being displayed during sporting events shared.
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Key Indicator 5		Increased participation in competitive sport		
Actions	Summary of objective	Cost	Impact and Evidence	Sustainability
To provide opportunities for children to participate in a wide range of competitions and increase the number of children participating in competitions.	Children from all classes to have the opportunity to compete in inter and intra school competitive sport.	Coaches to transport to and from events Entrance fees	Children create a love for sport through the competitive element. For children to join clubs outside of school for which they can then compete. <ul style="list-style-type: none"> • Pupil voice • Competition registers • Photos 	Children will have experienced competition which may then encourage them to join other clubs both in and out of school. Children will have opportunities to be more physically active. Children will have opportunities to master their skills through participating in competitions.
Impact and Review 2021	Children were unable to participate in face-to-face competitive sport this year due to Covid-19 restrictions. However, Year 4 and 5 took part in a virtual cross-country race, entering their times and all children took part in inter-house competitions during the Autumn and Summer Term, giving the children the opportunity to apply the skills taught in lessons, be more active, experience competitive sport and show sporting values.			

Key Indicator 6		To promote overall well-being of the whole child.		
Actions	Summary of objective	Cost	Impact and Evidence	Sustainability
For Thrive sessions to be carried out in school for selected children.	To support the mental health and well-being of children.	No cost as staff already trained.	Children are able to relay worries, hopes and wishes and have their voice heard. <ul style="list-style-type: none"> • Children's well-being and self-esteem will have improved. 	Staff to feel confident that they have the support of HD, school Thrive lead, when working with all children, to

	<p>To form trusted relationships with adults.</p> <p>To use techniques in whole class SMSC lessons.</p>		<ul style="list-style-type: none"> • Ability to express themselves and make sense of the changes around them. • To be able to go back into class in a calm and safe manner and engage in the lesson. 	<p>support their mental health and well-being.</p> <p>For children to feel supported and their well-being to improve.</p> <p>Children will then have this life skill when they leave our school which they will use later on in their lives and moving onto a new school.</p>
To take part in 'Eat them to defeat them' Healthy Eating program.	<p>To inspire children to develop a love of vegetables.</p> <p>Children try a different vegetable each week and are rewarded with a sticker.</p>	Vegetables donated to school by Evesham Vale Growers.	<p>Children trying each new vegetable offered, discussing what they thought of it and deciding whether they liked it or not.</p> <ul style="list-style-type: none"> • Stickers • 	<p>Children develop healthy eating habits and will try new foods.</p> <p>Children have an understanding of the need for a broad and balanced diet.</p>
Impact and Review 2021	<p>Thrive: 8 children were identified with needing help and support with emotional well-being and forming trusted relationships with adults. They have successfully 'filled emotional gaps' caused by interruptions or trauma, creating an emotional 'toolbox' to help them cope when things go wrong. They will continue to be monitored and HD will continue to work with these children.</p> <p>All children tried a new vegetable during the program and could discuss their opinions. In some classes every child tried all the offered vegetables, widening their choices and understanding of what a broad and balanced diet means.</p>			

Expenditure as listed and inspection costs	
Key indicator 1 – Upskill staff	£3,754
Key indicator 2 – Broader range of sporting activities	£2077
Key indicator 3 – Engagement in physical activity	£17,020.30
Key indicator 4 – PE profile	
Key indicator 5 – Competitive sport	
Key indicator 6 – Well being	
Inspections	£144
TOTAL	£22,995.30

Signed off by	
Head Teacher:	<i>L Poultney</i>
Date:	22/7/21
Subject Leader:	<i>Jane Poole</i>
Date:	19/07/21
Governor:	 Melanie Wilson
Date:	