

Amount of Grant Received – Year 2: £9910

Intended Outcome (What you have done)	Evidence Available Y / N	Implementation (What you have done)	Funding Breakdown (How much has been spent on each area)	Impact (The difference it has made)	Next Steps (What you will do to build on the impact)
<p><i>To ensure high quality lessons, using high quality resources specific to the sports being taught.</i></p>	<p>Yes</p>	<p>Ordered new resources at the start of the academic year, including: basketballs, footballs, netballs, rugby balls, beanbags and different sized hoops.</p> <p>In this order, specific after-school club resources were ordered, such as a Box 2B Fit kit bag.</p> <p>Sport-specific resources were ordered for some topic work, such as cheerleading kits for Key Stage One.</p>	<p>£1590.93</p> <p>£456</p> <p>£184.20</p>	<p>P.E. sessions are more sport-specific than was possible before. For example, one sport can be focussed on each half-term rather than generic ‘multi-skills’ sessions. So far this year, the children in Key Stage Two have learnt: Hockey, Football, Netball, Rounders and Basketball, using the resources ordered at the start of the year.</p> <p>A selection of Year 4 children took part in a Box 2B Fit club for a term and a half. This led to a higher quality relationship between BT and the children, and a knowledge of circuit training.</p> <p>The Key Stage One children received specialist teaching in an area of P.E. they are interested in. Providing the resources helped ensure the children stayed focused and engaged during the sessions.</p>	<p>Continue monitoring the resources to ensure they are of a high quality, and replacing any that get lost.</p> <p>Use the gathered resources to help build a continuous and progressive curriculum throughout the school. For example, using the plastic hockey sticks in Years 3 and 4, building on the skills needed to use the wooden sticks in Years 5 and 6.</p>

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<i>All children wear the correct sportswear (white t-shirts and black shorts or trousers) for their P.E. sessions.</i>	Yes	Sent out letters at the start of the year to inform parents of the required kits for the children's P.E. sessions. Reminder letters are sent out if a child forgets to bring their own kit three times in a row. Ordered a bank of spare white t-shirts and black shorts for children to use if they have forgotten their kits.	£70	Since the children have been receiving letters when they forget their kits, they are remembering to bring them into school more regularly. The children all look the same for their P.E. lessons which helps diminish discrimination. The children understand the importance for wearing correct sportswear for sporting activities.	Create a sign in, and sign out sheet for the children to fill in when borrowing the kits. This will prevent the kits going missing and will keep a clear log of which children are continuously forgetting to bring their own kits for the sessions.
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<i>Highly talented children receive specialist coaching in their sporting fields (aka Football and Cricket).</i> <i>The children in these clubs apply their skills</i>	Yes	Hired two coaches from Manchester Football Club United to lead a Cricket after-school club and Football after-school club on weekly sessions. Used these coaches to improve, challenge and extend the children's ability and skill in these sports.	£20 an hour/per session. £800 so far	The skill and ability of the children in the clubs has improved over the course of the sessions, and has led to us being able to take teams to both Football and Cricket inter-school tournaments. The sessions started as being open to all abilities, but have been reduced down to only the children of the higher ability to improve their skills further, outside of the general P.E. sessions.	Run a girls' football club alongside the boys' football club, to boost the ability and skill in the girls in Year 5 and 6. Continue entering tournaments for the children to use the skills they have learnt in their coaching sessions.

<i>to inter-school tournaments.</i>				<p>There are children from both Year 5 and Year 6 involved with the two after-school clubs. Last year, there were no after-school sports clubs provided for any year group. Percentage of children from Year 5 and 6 involved in cricket club:</p> <p>Autumn 1 – 10% Spring 1 – 9% Spring 2 – 13% Summer 1 – 14%</p> <p>Percentage of children from Year 5 and 6 involved in football club:</p> <p>Autumn 1 – 16% Spring 1 – 15% Spring 2 – 13% Summer 1 – 14%</p>	Promote the clubs more through P.E. sessions and lunchtime try-outs in order to increase the percentage of children taking part in the after-school clubs.
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<i>The school teams would look united in their schools kits when attending inter-school tournaments.</i>	Yes	Purchased tournament strips in the school colours.	£175	The children look more like a team when we play in inter-school competitions. This has led to a more united feeling amongst the team, and higher recognition from other pupils in the school when the teams are leaving for the tournaments.	Continue using the school kits for any competitions we enter.
Intended Outcome	Evidence Available	Implementation (What you have done)	Funding Breakdown	Impact (The difference it has made)	Next Steps

	Y / N		(How much spent on each area)		(What you will do to build on the impact)
<i>BT to become more educated and experienced in the field of Primary Level P.E.</i>	Yes	<p>BT signed on to the Level 5 qualification in Primary School Physical Education Specialism, at Manchester Communication Academy, in November.</p> <p>BT attends half-termly meetings for the above qualification and completes set assignments in between each meeting. These are monitored by S. Gerrie (the tutor), at Manchester Communication Academy.</p>	£500	<p>BT has adapted and improved planning for P.E. based on the learning that has been taken on from the half-termly meetings.</p> <p>BT has begun to develop ideas for whole school assessment in P.E.</p>	<p>Continue applying the learning carried out in the half-termly meetings.</p> <p>Continue on to complete the Level 6 specialism in P.E. leadership.</p>
Intended Outcome	Evidence Available Y / N	Implementation (What you have done)	Funding Breakdown (How much spent on each area)	Impact (The difference it has made)	Next Steps (What you will do to build on the impact)
<i>Children able to travel to and from inter-school tournaments safely and efficiently.</i>	Yes (some)	<p>Where possible, the children walk to the tournaments to save on costs. When this is not possible, the children travel by taxi (if the venue is nearby) or mini-bus (if the venue is further away). We book with the same companies, where possible to provide consistency. If there is another school nearby that are entering the same tournament, we aim to share transport costs.</p>	Approximately £500	<p>The children are able to travel to and from inter-school tournaments easily. As we use consistent companies, the risk assessments for the trips are easy to produce at short notice which means we can enter more tournaments more regularly.</p>	<p>Continue to use the cheapest possible options for transport, to save money.</p> <p>Continue to use the same companies for transport, where possible, in order to provide consistency.</p>