

Allocation of funding 2017-18

Meeting national curriculum requirements for swimming and water safety	
What % of your current Year 6 cohort swims competently, confidently and proficiently over a distance of at least 25 metres?	90% - Mainly using front crawl.
What % of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90% - Children are aware of their competence in water and have performed self-rescue in different scenarios. None swimmers are very aware of water safety and have also performed self-rescue dependent upon their ability.

At Reedswood, every year group, from Reception to Year 6 swim for two half terms every year. This takes place either in our trainer pool at the academy or at our local Secondary Academy in their 25 metre pool.

Furthermore, both the training pool and local Secondary Academy host after-school swimming lessons, which we encourage our children to attend.

Delivered	Lead	Focus	Cost	Expected Impact	Evaluate Impact	Sustainability
Mr Beck to deliver CPD sessions for all staff across the school.	Mr Beck	<p>Delivery of CPD with a focus on gymnastics for Years 1 – 6.</p> <p>Delivery of CPD sessions within Early Years .</p>	£5500	All teachers to develop confidence and knowledge to implement a range of gymnastics lessons. CPD sessions can then be continued for other curriculum areas.	<p>Teachers to complete questionnaires.</p> <p>Team teach lessons for Mr Beck to assess confidence of teaching staff.</p> <p>Teachers who have undergone CPD training have stated that they are much more confident delivering gymnastics lessons. They are also confident to use the gym equipment such as the wall bars to facilitate their PE lessons.</p> <p>Informal lessons observations following CPD show an improvement of standards in the quality of teaching and learning in gymnastics.</p>	<p>CPD sessions to continue throughout the year and beyond.</p> <p>Development of the teaching of gymnastics across the school.</p> <p>Teachers are more confident to deliver high quality gymnastics lessons.</p>
Yogabugs to work with Reception, Year One and	Mr Farley	Delivery of the Impact and Change programme. Each class will complete a 10 week	£2500	By teaching stories through yoga inspired	The school will be provided with a comprehensive report detailing the children's	Staff training for the whole school as well as parent workshops to

Year Two.		course.		moves children of all abilities will be engaged to make positive, measurable improvements.	improvement. Parental training and involvement is also an aspect of Impact and Change. Children in all year groups taking part have shown improvement in their social, emotional and physical development. For example, we have seen an improvement in their level of strength and flexibility, coordination skills and overall fitness. Teachers have also stated there has been an improvement in children's ability to talk about themselves positively and also in their interaction with each other. See full impact and change report for full details.	ensure the impact of Yogabugs can continue. Following on from the staff training some classes are using Yoga as part of their active time. The Impact and Change classes are also going to continue next year.
Yogabugs to work with Year 6.	Mr Farley	To run a mindfulness programme for Year Six pupils.	£500	Children will develop their core strength and flexibility. Children will work on a variety of posture, partner poses as well as developing relaxation and visualisation techniques.	Pupils will be supported through a time of pre-teen change and beyond to adolescence. When asked children stated that they were more positive about themselves. They had less anxiety about themselves and had developed techniques to help themselves calm down in stressful situations.	Both staff and parental workshops will be held to help children develop techniques to support their mindfulness. Both children and parents have said there has been a positive change and the children are able to manage their own emotions.
Purchase of Resources for Play Leaders	Mr Farley Mr Beck	Purchase of games eg. hoops, etc., Shed to house equipment	£1000	Easy access to resources Motivate children's learning	Children responded well to having newer resources. This has given both PE and lunchtimes a higher profile and children are more respectful towards their equipment. Children have become more enthusiastic about their learning and are more engaged and active in lessons.	Positive attitude to lunchtimes. Arrive at lessons ready to learn Children's Feedback has been positive about having more varied equipment available to them. Positive impact on disruptive behaviour. There are less children in the reflection areas as they are more engaged at lunch-times.

<p>Develop School network for PE and school and sport.</p> <p>Continue to enter inter-school competitions across the region.</p>	<p>Mr Farley</p> <p>Mr Beck</p>	<p>Work closely with the Willenhall SSGO and local schools to create a network of schools to share ideas and best practise as well as taking part in all inter-school activities.</p> <p>Increase engagement in competitive opportunities</p>	<p>£1,000</p> <p>Transport taken from the PE budget £2000</p>	<p>To increase the amount of children taking part in extra curricular sporting activities as well as increasing the number of pupils having a leadership role.</p> <p>To encourage children to be active through games and play</p> <p>Increase pupil participation in competitions, interschool sport and events.</p>	<p>There has been a notable increase in the levels of Physical Activity across the school.</p> <p>Pupils want to represent the school and are proud of having their photographs on the PE board and certificates during achievement assembly.</p> <p>We have continued to increase the number of competitions and festivals we have attended and have had teams representing the academy in all years from Year 1 – 6. During the school year we have entered 15 different competitions. The academy has also had B and C teams in football, rounders, tennis, athletics, netball, multi-skills, basketball and skipping.</p> <p>We also qualified for the Black Country games in netball and cricket as well as being Walsall finalists in football and tennis.</p>	<p>Questionnaires to staff and children before training. 100% of children who take part have stated that they have enjoyed their after-school clubs and want to continue them into the following year. Year 6 pupils have stated that they want to continue taking part in a variety of sports when they go to Secondary School.</p> <p>Due to the success of various teams, more children want to represent the academy and the profile of sport across the school is at a high level.</p> <p>Monitor pupil numbers by taking a register of children who attend.</p> <p>71% of young people in school are engaged in extracurricular sporting activity. Of these 19% were previously non-active.</p> <p>Identify changes to children in reflection at lunchtime.</p>
<p>Promote Health and Wellbeing as a lifestyle choice</p>	<p>Mrs Shipley</p> <p>Mr Farley</p> <p>Mr Beck</p> <p>Mrs Read</p>	<p>Purchase equipment to complete 15 minutes of daily activities – skipping ropes, scooters etc.</p> <p>Purchase Fitter Futures web programme for 15 minutes of higher impact exercise that can be completed in classrooms.</p> <p>Build on AStars programme - Walk to school – prizes for the amount of times a pupil</p>	<p>£1250</p>	<p>Challenges will increase the daily amount of physical activity that pupils take</p> <p>Instil in pupils a love of sport and physical activity</p>	<p>All children take part in a 15 minute daily exercise challenge.</p> <p>Children also are encouraged to reduce sedentary behaviour during their lessons taking part in active maths challenges etc.</p> <p>24 children attended the walking to school event</p> <p>There has been an increase of 13% of</p>	<p>Children to take part in daily exercise.</p> <p>Analyse surveys</p>

		walks to school. Develop a walking bus for pupils to meet at Reedswood Park. Use the opportunity to walk through a green space to encourage mindfulness.			children regularly walking to school, from 69% to 82%. A more regular walking bus is still being developed, however, walking/scooting to school has been given a higher profile across the school. Children to record personal bests for various activities.	through A*Stars to ascertain whether more children walked to school. 82% of children now regularly walk to school in all weather conditions.
Develop links with local sport clubs and organisations.	Mr Farley	Develop links with Walsall FC and Wolverhampton Wanderers to invite footballers and mascots into school. Build on links with Birchfield Harriers to encourage pupils to participate in athletics. Allow children to take part in an aspirational trip to a sporting venue.	£800	Pupils to have high aspirations to achieve their personal bests.	Increase the amount of pupils with links to local clubs. Four children are now linked to academy set-ups with local football teams.	Pupils to continue to take part in school sport. Pupils to take part in clubs away from school and develop their abilities.
Implementation of regional Sports Day and in-school Sports Week.	Mr Farley Mr Beck Mrs Shipley	To continue to raise the profile of active lifestyles within the school.	£	Support from SGO and local E-Act school to host a festival targeting Year 3 – 6 to promote a healthy, active lifestyle. During sports week children to take part in a variety of activities to promote the importance of being active.	All children to take part in the school sports week taking part in 8 active challenges. During the afternoon children will also have an opportunity to represent their class in various sports.	Children to continue to take part in sports and attend after-school clubs.
Purchase of Ipep PE planner.	Mr Farley Mr Beck	High quality PE planning and resources to be available to all staff.	£1100	Teachers will be more confident when planning PE and will be able to deliver high quality PE lessons, which will have an impact on the children taking part in PE.	In Summer 2 teachers are beginning to use Ipep planning and will be asked about its success at the end of the Year.	All PE planning to be supported by Ipep software. Teachers are able to analyse children's success in achieving PE targets as well as tracking those who may not take part. Lessons can be linked closely to topics, especially dance and

<p>Dance CPD to be delivered.</p>	<p>Mr Beck</p>	<p>High quality dance CPD for teachers as well as lessons for children.</p>	<p>£750</p>	<p>Teachers will be more confident when delivering dance. Children to enjoy dance sessions, be more active and willing to take part.</p>	<p>All year groups that have taken part in the dance sessions have reported that the children have enjoyed each session.</p> <p>Children who were previously reluctant to dance have taken part and have been more active in those lessons.</p> <p>Dance has also brought topics to life, such as Mexican dance in Year 6, Flamenco in Year 4 and Egyptian dance in Year 3.</p>	<p>gymnastics.</p> <p>Teachers are more prepared to implement dance as an extra (none PE) activity during their topics, thus increasing the amount of active lessons.</p>
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