



Mulberry Park Educate Together Academy - Sports Premium Report 2021 2022

At Educate Together we pride ourselves in the PE and sporting opportunities we offer the children, where we aim for every child to participate in a sport or activity that they are able to sustain for life.

Key Achievements to date	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Outdoor play equipment installed to encourage active play • Audit of PE resources • Revamp and upgrade of equipment, both for lessons and break times. • A range of clubs offered to all children pre, and post lockdown. • Embedded Daily Mile into school day 	<ul style="list-style-type: none"> • Clear PE curriculum documentation in place, updated and monitored. • Storage and organisation of PE and active play resources • Staff CPD and knowledge of how PE is taught, sequenced and assessed. • Swimming for KS2 classes • Continue to offer a varied range of sports clubs • Refine and improve pupil, staff and parental voice with regards to PE.

Total amount carried over from 2020/21	£15,229.00
Total amount allocated for 2021/22	£16,428.00
Balance available for 2021/22	£31,720.00

Academic Year: 2021/2022	Total fund allocated: £22,190.00	Date updated: November 2022	
Key Indicator 1: The engagement of all pupils in regular physical activity <i>(guidelines recommend primary school pupils undertake at least 30 minutes of physical activity a day)</i>			Percentage of total allocation:
Intent	Implementation		Impact
<i>School focus with clarity on intended impact on pupils</i>	<i>Actions to achieve:</i>	<i>Funded allocated:</i>	<i>Evidence of impact. What has changed?</i>
<p>All children throughout the school will have at least 2 hours 30 minutes of physical education throughout the week. This will take place in Daily Mile sessions, playtimes (in EYFS during outdoor learning), PE sessions and at lunch playtime</p> <p>Children will be more active during playtimes and will have more physical activities to engage in and access to good quality physical play and sports activities.</p>	<p>Train Playworkers and lunch supervisors to help engage more pupils in physical activity.</p> <p>Adjust staffing at lunchtimes to incorporate sports activities and active play. Staff with an additional playworker.</p> <p>Purchase new active play equipment for lunch time to encourage more physical activity.</p> <p>Consistent teaching of PE throughout the school.</p>	<p>OPAL training: £500</p> <p>Staffing: £1500</p> <p>Resources: £5000</p>	<p>100%</p> <p><i>Sustainability and suggested next steps:</i></p> <p>Improved quality in day-to-day play. Better adult engagement with play – encouraging active play.</p> <p>Increase in variety and range of resources accessible to encourage active play and fitness.</p> <p>Additional OPAL training required to complete our OPAL programme and ensure new playworkers are aware of past training.</p> <p>Additional playworker recruitment to take place in T6 for Sept 23.</p>

Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation		Impact	32%
<i>School focus with clarity on intended impact on pupils</i>	<i>Actions to achieve:</i>	<i>Funded allocated</i>	<i>Evidence of impact. What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<p>Children have access to a broad range of sports taught by a specialist.</p> <p>Children have an opportunity to play sports with pupils from different classes.</p>	<p>Run lunch time sports sessions twice a week, led by a sports coach, these will be accessible to all pupils over the course of the school year.</p> <p>Run a weekly after school multi sports club (alternate the year groups who can access this each term).</p>	<p>£445</p> <p>£445</p>	<p>All pupils have accessed sports club at lunch time. Lunch staff identified that demand for these sessions exceeds capacity.</p> <p>Uptake on after school clubs was high, a waiting listed was set up as each term places were over subscribed.</p>	<p>Continue to use sports coaches to offer lunch and after school sports sessions, increase this to two lunches a week.</p> <p>Next steps: Create more opportunities for children to participate in lunchtime sports activities, led by MPET staff or sports coaches.</p>
<p>Availability of a range of good quality and suitable sports equipment to ensure the full PE curriculum can be delivered across all key stages.</p>	<p>Large order of PE equipment to be placed to ensure all sports are able to be taught correctly and effectively (eg correct sized hockey sticks for height of children, adjustable netball posts)</p> <p>Suitable storage purchased to ensure resources are well organised and accessible.</p>	<p>£3,000</p> <p>£2,000</p>	<p>PE sessions are better equipped eg a wider range of balls to suit both younger and older children. A wider range of equipment has had a positive impact on the engagement of pupils in sport.</p>	<p>Due to issues with local suppliers, some orders needed to be cancelled and re ordered this academic year – storage being one of these.</p> <p>Nest steps: audit resources and replenish gaps ensuring better quality equipment is for sport session use rather than active play.</p>
<p>Run a themed sports week in summer term, raising the profile of sports. Encouraging children to take part in a variety of fun physical activities.</p>	<p>Set up a range of activity sessions (eg fencing, tag rugby, skipping with specialist providers).</p> <p>(If covid restrictions do not allow, then purchase/hire resources to run the themed week internally.)</p>	<p>£1,500</p>	<p>After disrupted schooling and C19 restrictions pupils enjoyed mixing and trying different activities. This was set up in school, utilising staff experience and expertise. Some additional coaches were brought in and offered free sessions.</p>	<p>Next steps: Offer a broader range of sports. Find ways to offer “taster” sessions so pupils can find a sport that best suits their interest. Explore links with local secondary schools who could support with this.</p>

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation:
Intent	Implementation		Impact	92%
School focus with clarity on intended impact on pupil	Actions to achieve:	Funded allocated	Evidence of impact. What has changed?	Sustainability and suggested next steps:
Use of Superstar sports coach once a week for each class to support MP staff with knowledge and methods for delivering good quality PE sessions	Sports coach timetabled to deliver a minimum of one session per week to each class. MP staff to rotated so teachers and LSWs have access to sports sessions for CPD purposes. MP staff to observe and team teach a range of sporting activities.	Staffing: £7,600	Staff confidence increasing. LSWs are regularly supporting the sports coach in a range of areas (dance, gym, team sports etc). Team teaching is taking place in several year groups, a way for staff to build confidence. Pupil voice – comments have been made that children enjoy time with sports coach and also like it when class based staff teach parts of sessions	Next steps: Staff to spend time observing/ team teaching with a range of ages to broaden experience.
To develop the skills of MP staff, to develop consistent well taught PE sessions that are well sequenced and progressive.	Audit of MP staff skills, understanding and confidence of PE curriculum and the delivery. Trial a range of PE schemes, purchase the one more suited to the needs of the MP staff.	£700	Leadership time taken to review schemes and speak to other PE leads in the Trust and other schools. PE Passport will be purchased Autumn 2022 – to be used to sequence and plan PE progression in each year group.	Next steps: All MPET staff to use PE Passport to support planning and sequencing of sessions, teaching and assessment of sport.

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation:
Intent	Implementation		Impact	
<i>School focus with clarity on intended impact on pupils</i>	<i>Actions to achieve:</i>	<i>Funded allocated:</i>	<i>Evidence of impact. What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Implementation of OPAL program to engage pupils with active/physical activities during play times.	<p>Expand on the range of resources accessible to children at lunch time.</p> <p>Playworkers and staff on lunch duty trained to engage and support pupils in active play.</p>	<p>Resources</p> <p>Staffing</p>	<p>Pupil voice has highlighted that children are enjoying the introduction of OPAL at lunch times, more are engaging with positive active play.</p> <p>Children are more focused on their play and there are fewer first aid and behaviour incidents.</p>	<p>Next steps:</p> <p>Increased resources available in all zones at lunch time.</p> <p>Continue to work through the OPAL programme</p> <p>Pupil Play Champion group set up – pupils to support others in setting up and engaging with active play.</p>
A range of extra-curricular sessions available to pupils at lunch time and after school	The MUGA timetabled for a range of sports activities at lunchtime over the course of a week. Twice weekly led by sports coach.	As above for sports coach	Pupils enjoy using the MUGA at lunchtime but still gravitate to the 4G astro turf. Ball games are proving to be more popular on the MUGA than dance/gym/athletic activities.	<p>Next steps:</p> <p>Pupil council to carry out research in own classes about best use of sports and MUGA at lunch times. What do pupils want?</p>

Key Indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	
<i>School focus with clarity on intended impact on pupils</i>	<i>Actions to achieve:</i>	<i>Funded allocated:</i>	<i>Evidence of impact. What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Develop partnerships with local primary schools, put plans in place for cross school training sessions for lower KS2. (This is to prepare for the coming year when we will have more KS2 children to create competitive teams.)	Sports coach to set up links with local schools. Invite local schools to play some friendly games at MPET		Discussions took place with regards setting up LKS2 competitions/events, there is work to be done on this to ensure events take place.	Next steps: MPET to become involved with Sports Partnerships Bath LKS2 MPET teams to participate in team games with local school.

* Few KS1 competitive sports are available in the local area, as numbers increase in KS2 we will be in a better position to enter competitive sports competitions

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	NA – currently no Y6
What percentage of your current Year 6 cohort use a range of strokes effectively?	NA – currently no Y6
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA – currently no Y6
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No