

It is important that your grant is used effectively and based on school need. The Education Inspection Framework (Ofsted 2019 p64) makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'.

Under the Quality of Education criteria (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

Develop or add to the PESSPA activities that your school already offer

Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by 31st July 2020 at the latest.

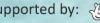
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click HERE.

















Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:

Post-lockdown

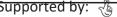
- School ensure at least 30 minutes of physical activity was completed daily for all children who attended school during Covid 19.
- During Covid 19, children were sent links for daily exercise such as Joe wicks, Oti Mabuse, Cosmic Kids Yoga etc to ensure that children were staying active during this period. Parents sent videos and photos that were include on their class Dojo pages.
- A 'virtual sports day' was held to endorse keeping healthy during lockdown. with whole families taking part. The video is on the website to enjoy.
- Children were able to complete sessions from Inspire+ 'Mini Olympics' with hundreds of other school children around the county.

Pre-lockdown

- Pupils in Year 1 receive 2+ hours and Reception receive 1+ hours of PE per week in school.
- A 'Health and Wellbeing day' for all children took place as the Health and Wellbeing of the children at our school is of paramount importance. We hold 3 'Health and Wellbeing Days' throughout the year. During these days, the children took part in a range of workshops that helped them to think and learn about different ways to keep themselves healthy - physically and mentally.
- Throughout the year, we strive to provide the children with a happy place to learn, but also look to ways that we can develop our children into life-long happy and healthy men and women. We used PSHE to help the children build on these life skills and their awareness of mental health, sex and relationships and physical wellbeing.
- 100% of children attend an additional sports club this year.
- Children that are unable to attend sports clubs are tracked and engaged though clubs and playground games during playtime, led by our sports coach and sports apprentice. This was partially beneficial for our children with **SEND**

Areas for further improvement and baseline evidence of need:

- The engagement of all pupils in regular physical activity amounting to at least 30 minutes each day to ensure the wellbeing of all children.
- To introducing new sports and physical activities (such as dance, voga or fitness sessions) to encourage more pupils to take up sport and physical activities.
- Where possible the school will choose to take part in an active mile to develop a lifelong habit of daily physical activity.
- To develop partnership with other schools to run sport activities and clubs.
- and give teachers a good understanding of the principles of Get Set 4 PE scheme and feel able to utilise its strengths.
- To develop partnership to ensure the SGO organises more festivals and tournaments for our KS1 children- included balance bike festival and cricket.
- Prepare for the teaching of swimming with a focus on life saving skills.
- To develop the partnership with Inspire+, in order to take full advantage of the opportunities and the development of staff CPD.









- The school is better equipped for a variety of sports and external lighting enables afterschool activities to take place.
- School continues to advertise Sport Holiday Camps and hold them at Poplar Farm, which many of our children attended, on school website and signposts to wider school community via letter(s) through Parent Mail, providing our pupils with a range of sport related activities.
- By having a Sports apprentice on full time staff, more children can be engaged in physical activity through lessons, clubs and at lunchtime and playtime.
- Visiting coaches have upskilled teaching staff in a variety of sports.
- Inspiration through sport is becoming more common. Attendance. participation, leadership and enjoyment in school is evident. Representing and competing is improving pupil mind-sets. Sarah Otten visited and inspire the children and set goals to achieve their adventures.
- KS1 and Reception access and use of the Balance bikes to improve concentration and core development.
- PE Conference: Subject Leader and Headteacher attend to ensure a whole school approach to PE.
- The school organised a range of specialist coaches to develop further staff skills in: Gym, Multi skills and Real Gym.
- Through SGO and Inspire+ school accessed a range of festivals and events for pupils of all ages so that they are introduced to new sports.
- A new trim trail has been installed to sport gross motor skills for all children.













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? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	Yes/ <mark>No</mark>











Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and

Academic Year: 2020/21	Total fund allocated: £16,440	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that		Percentage of total allocation:		
primary school pupils undertake at le	ast 30 minutes of physical activity a c	lay in school		58%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- Educate children in the value and benefits of a healthy active lifestyle Ensure our high-quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity Use active lessons to increase physical activity levels and learning Develop Sports Ambassadors to support active playtimes and support extra-curricular activities Raise awareness of the best places to take part in sport and physical activity outside of school Provide opportunities for daily physical activity To increase pupils' activity levels throughout the day Re-launch of 'Active Play' lunch times ensuring all pupils can take part in	movement in the development of their own physical literacy, fitness and wellbeing. - Employ sports apprentice to engage more children in physical activity. - Develop the PE curriculum through 'Get set 4 PE' to ensure lessons link to the multi-skills approach. - Build links with local community sports clubs through our SGO and Inspire+. - Develop the action plan - Meet with MDS team after CPD	membership -	- Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors - Positive behaviour and a sense of fair play enhanced by using young Ambassadors as role models - Pupils activity at lunch and break increased - Children taking part in daily additional activities such as 'The Daily Mile' regularly - Sports Leaders support active play across the school - Children across the school more active on a daily basis and enjoy being active Evidence Curriculum map	day for each child in school time.













active play to inter house competitions. - To continue to work in partnership with 'Inspire+' and our SGO to increase awareness of the importance of physical activity Key indicator 2: The profile of PESSPA		ool for whole sc	- Registers of participation - Extra-curricular data	Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
 High quality PE lessons delivered during curriculum time. To deliver the Sports Leader Programme throughout the school, 	sustain the Inspire+ partnership which provides the following opportunities: Comprehensive CPD programme PE Conference Outdoor activity days Primary Leadership Academy Youth Sport Trust Primary Membership Support from Matt Evans and Terry Plumb linked to SGO Introduce Youth Sport Trust MY Personal Best programme in school. Training course attended and resources being utilised. SMSC — Our vision for PE and school	SGO - £0	school - SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner Continued progression of all pupils during curriculum PE lessons Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during	- Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC Review School development plan, Whole school policies/PE policy - Use PE conference to review, evaluate and plan for the next academic year School staff better equipped/more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Sports leaders develop younger pupils into becoming leaders themselves











to take responsibility for their learning	- Develop a team of sports leaders &	within school. As many children
and delivering of physical activities to	Young Ambassadors through the	as possible to participate.
the rest of the school.	Inspire+. Use the leadership awards to	- Sports leaders impact
- School staff better equipped/ more	support pupils on their leadership	importance of sport/activity by
confident to teach PE in school	pathway.	being positive role models in the
- Monitoring use of schemes and	- Sports Ambassadors and Sports	school
whole school PE coverage	Leaders to run their own club for	- Successful 'virtual' sports day held.
- Sports leaders develop younger pupils	younger pupils at lunchtimes.	
into becoming leaders themselves	- Help run and record the events for	
	Sports Day.	
	- Current Ambassadors to also develop	
	future Sports Leaders in preparation for	
	the following year.	











	, knowledge and skills of all staff in t	teaching i L and 3	port	Percentage of total allocation
				12%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: Raise the quality of learning and	Make sure your actions to achieve are linked to your intentions: • Provide opportunities for staff to	Funding allocated: Sports coaching	Evidence of impact: what do pupils now know and what can they now do? What has changed?: - Increased staff knowledge and	Sustainability and suggested next steps: - Review staff confidence and
reaching in PE and school sport by providing support to deliver broad, palanced and inclusive high quality PE and school sport provision (within and peyond the curriculum) to raise pupils' attainment. To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - to increase their confidence in delivery of the subject. - 1:1 lesson observations to monitor staff effectiveness and confidence Questionnaire to monitor pupil and staff attitudes towards progression in PE	access CPD opportunities through the Inspire+ Partnership CPD programme. • Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. • Purchase quality assured resources to support teachers and support staff. • PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching,	£1950	understanding - All teachers able to more confidently plan, teach and assess National Curriculum PE - More confident and competent staff evidenced through feedback and lesson observations - More sustainable workforce including NQT Enhanced quality of provision - Increased pupil participation in competitive activities and festivals - Increased range of opportunities - The sharing of best practice with other schools in the Inspire+ Partnership A more inclusive curriculum which inspires and engages all pupils - Increased capacity and sustainability - Continued progression of all pupils during curriculum PE lessons Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.	competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities - Further 1:1 lesson observations to monitor staff effectiveness and confidence - Questionnaires/interviews inform us that pupils enjoy their PE lessons













Key indicator 4: Broader experience of	f a range of sports and activities off	ered to all pupils	5	Percentage of total allocation:
				30%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions: - Provide opportunities for children	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
 Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport Providing additional links to		Resources £4958.58	- Engaged or re-engaged disaffected pupils - Increased pupil participation - Enhanced quality of delivery of activities - Increased staffing capacity and sustainability - Enhanced, extended, inclusive extra-curricular provision - Improved behaviour and attendance and reduction of low level disruption - Increased pupil awareness of opportunities available in the community - improved physical, technical, tactical and mental understanding of a range of sports - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership? - Coaches signposting children to community sessions. Evidence includes - Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data, student/staff surveys	- Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision. - Further increase opportunities for KS1 children — in and out of school











/rugby/football/hockey - Equipment continues to provide opportunities during break and lunchtimes.		







Signed off by	

Head Teacher: Kate Hodson











Date:	20.07.20
Subject Leader:	Lucy Bowden
Date:	20.07.20
Governor:	Laura Cook
Date:	20.07.20







