



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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
* The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Pleasevisit[gov.uk](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Example-Template-Indicator-2018-Final.pdf).



**Details with regard to funding**

Please complete the table below.

|  |  |
| --- | --- |
| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £18890 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £19200 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19200 |

**Swimming Data**

Please report on your Swimming Data below.

|  |  |
| --- | --- |
| 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.  Please see note above | 92% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above | 92% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 100% |
| 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 |

**Action Plan and Budget Tracking**

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year:** 2020/21 | **Total fund allocated: £18890** | **Date Updated: 31st July 2021** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| %53 |
| **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: |
| All children have access to high quality and physically challenging, outdoor equipment.  Children encouraged to explore, take risks and feel safe to make mistakes. Avoid injuries, which lead to missed play time. | Design and install a new and challenging trail on the Reception playground for use by EYFS and KS1.  Install a safety surface around new equipment. | £10003 | Children are excited for play time and ready to challenge themselves regularly. Adding to the pre-existing KS2 equipment has given every child in the school, daily access to low and high level climbing, swinging, and hanging, in a fun and safe environment.  The physical benefits of this are matched by the social impact of group challenges and encouragement from peers, to have a go and to push yourself a little bit higher. Self-esteem has been shown to improve, with children showing great pride in what they have achieved during play times. | Our next step is to fully implement a school wide timetable and to add to our trails, by creating a new one on the school field.  Interventions will be carried out using the new trail to help children with physical and social needs. The aim is to improve communication, confidence and core/grip strength. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| %11 |
| **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: |
| Provide opportunities for additional physical activity, outside of PE and break times.  Encourage an environment where physical activity is an enjoyable and routine part of the school day.  Give children the opportunity to choose their own level of challenge and to use activity as a social mechanism to support learning and mental health. | Source and install a new Daily Mile track, which allows all children to complete the Daily Mile in all weather.  Install track onto school field allowing teacher to see all children, as they are completing their mile.  Provide time in the school day for children to enjoy completing the Daily mile. | £2000 | Increased awareness amongst staff and children, of the benefits of regular physical activity.  Some children have taken the opportunity to complete as many laps as possible in their 15 minutes. Others have enjoyed the chance to talk with their friends whilst walking. This has also helped reinforce positive relationships between staff and pupils, allowing them to take time to talk, away from the classroom. | Further increase awareness and participation throughout the school. Produce diaries and challenges for classes and individuals.  Ensure that Daily Mile timetables are being followed consistently. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 36% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Support teachers to develop confidence delivering quality teaching across less familiar sports.  Assist teacher to provide personalised differentiation for all children, working with groups and individuals to challenge and support them.  Support NQTs with PE lessons. | Continued employed of a PE teaching assistant, with sporting background and experience across many sports.  PE TA to assist in leading some lessons and to support teachers in others. Also to carry out physical activity interventions for some children. | £6890 | Increased teacher confidence and knowledge, with new ideas for lessons. Increased teacher awareness of important technique. | Opportunities for more formal staff training, with the reopening of governing body qualifications. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|  |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Additional achievements: |  | £ |  |  |

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| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Unfortunately due to COVID restrictions, we have been unable to participate in any external school sport. For this reason, we have encouraged competition during PE lessons. |  | £ |  |  |

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| Signed off by | |
| Head Teacher: | Mary Driver |
| Date: | 31.7.21 |
| Subject Leader: | Perry Maranian |
| Date: | 31.7.21 |
| Governor: | Perry Maranian |
| Date: | 31.7.21 |