

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 2021:	Areas for further improvement and baseline evidence of need:
<p>PE Apprentice Swimming reintroduced and water confidence (in spite of Covid-19) Competing in online competitions Sport assisting the wider curriculum and school day Sensory circuits set up for key learners Sport used to develop confidence within our most vulnerable children Online sport and activity videos/challenges</p>	<p>To further progress the sports covered at school To further increase FSM participation in clubs and competitions To continue sensory circuits for our learners who need it. To use sport as a restorative catalyst for our learners. To further increase staff knowledge in sport through our CPD programme. To further use sport to assist mental health and wellbeing of our students. To continue to break down barriers for participation e.g. DPP, SEN. To help increase attainment throughout the school through sport. To increase the activity level of our student to combat lockdown sedentary behaviour. To further develop girls sport at the school</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>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.</p>	88%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	85%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	93%

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/**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: 2020/2021		Total fund allocated: £	Date Updated:	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>				Percentage of total allocation:
				%
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:
To increase the amount of aerobic exercise our children undertake in school.	P.E Teaching Assistant organising games Lunchtime and Break time	£2,500	<p>Our P.E Assistant runs and sets up numerous games and activities on the playgrounds. Setting up of a competition point system so the children have competition within the skills and activities.</p> <p>Children who may struggle to engage at playtimes and lunchtimes have sensory circuit sessions in the morning/early afternoon or have some activity time in the afternoon. This allows us to suit the needs of the child and allow that child to be ready for home time or be ready to learn in the morning/afternoon.</p>	<p>To track the progress of the distances that the children can cover during the daily mile session.</p> <p>Run around the world/country. What distance can be covered and logged.</p> <p>This will run next year – to develop this we shall run more activities. Our P.E assistant will provide CPD for our Apprentice.</p> <p>To further develop this in to a termly reported points competition with a trophy for the winning children/sports house.</p>

	Additional Sports coaches and P.E resources have been purchased.	£2312.50	Equipment for playtimes has been bought so the children can access games that the playground markings have intended. This has also allowed us to give individual classes their own equipment boxes.	Build on our School Sports Ambassadors legacy that our new ambassadors will follow. These will continue and progressed further next year with our new P.E apprentice. To sustain and replace the equipment we have while providing more diverse equipment for playtimes.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
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:
To use P.E, games and swimming to develop pupil wellbeing. To use P.E, games and swimming to ensure children make progress in other areas curriculum areas such as PSHE and Maths.	Return to school Return to swimming.	£0 Already allocated section 1	Our PE assistant has supported children with behavioural and additional needs. This has then had a direct impact on those children in class and around the school. Children have also been further encouraged to take part in activities at break times and Lunch times, this has then increased their confidence and self-esteem as well as allowing them to have the opportunity in different areas of sport.	We will look to use our TA to provide CPD and training for our new Apprentice to further develop and provide this provision. This will provide physical interventions and 1:1/small group work. This includes conflict resolution and resilience all based around sport. Our TA and apprentice will be able to work collaboratively with more children.

				<p>We work to continue to provide equal opportunities throughout our school and even opportunities that are exclusive to allow use to break stereotypical norms.</p> <p>We will continue to look for opportunities for all of our learners to excel in what they enjoy.</p> <p>We will build on our sports ambassador provision allowing them to provide more sports and games and also providing a buddy system for younger children.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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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:
<p>To ensure children get to try a wide range of sporting activities.</p> <p>To ensure that all children are able to understand and complete the basics of a wide range sports and activities.</p> <p>To challenge all children at all levels of ability.</p>	<p>P.E Assistant</p> <p>P.E leader</p>	<p>£0 Already allocated</p> <p>Section 1</p> <p>£6,900</p>	<p>The P.E lead organises our extracurricular club provision or which we have over 20 clubs a week per term running for a total of 30 weeks. Approximately 15 of which are Sports Clubs.</p> <p>He also makes sure that we have high quality teaching and learning through out of P.E curriculum as well as facilitating the provision at break and lunch times and the CPD that the classroom staff need to progress.</p>	<p>Further CPD training for teachers that will mean more sports being offered.</p> <p>Clubs will run again for sports ran by specialists in their sport. We will look for further avenues to increase this.</p> <p>Our P.E assistant has been employed as a TA and so will be able to offer this provision and take on further responsibilities. We have also planned to take on two more P.E apprentices and so more clubs could be provided.</p> <p>Our PE lead will continue to provide and lead this club provision and look for more ways to provide more sports opportunities.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
To increase the number of children who attend competitive sporting events.	Inter school competitions (PE TA and PE Lead) SSP membership to enter competitions	£0 Funding already allocated Section 1 £1995	Pupils have completed individual challenges between themselves led by the PE apprentice. Pupils have also been involved in online competitions such as football skills, skipping and 5km challenge	We shall attend at least the same amount of competitions and look to attend competitions that are linked to the specialist coaches to further our attendance at competitions. We will also provide more opportunities to further increase our percentage of FSM children attending clubs and competitions.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	D. Toothill
Date:	31/07/21
Governor:	
Date:	