



It is important that your grant is used effectively and based on school need. The Education Inspection Framework 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 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate 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 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.

Created by: Supported by:

**Details with regard to funding**

Please complete the table below.

|  |  |
| --- | --- |
| Total amount carried over from 2019/20 | £ 12 085 |
| Total amount allocated for 2020/21 | £ £17,580 + £12,085 = £29,665 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ 6,274 |
| Total amount allocated for 2021/22 | £17,590 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ £23,864 |

**Swimming Data**

Please report on your Swimming Data below.

|  |  |
| --- | --- |
| Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  **Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study** |  |
| 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 | % |
| 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 | % |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | % |
| 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:** 2020/21 | **Total fund allocated:** | **Date Updated:** | |  |
| **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: |
| % |
| **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: |
| Focusing on playtimes again and making equipment more readily available for all children.  Making sure PE equipment is up to date and in good condition.  Equipment storage. | To make sure their non-directed P.E time is as active as possible – promote equipment and how to use it – children are then therefore active without realising it.  Buying an outside equipment storage – makes the equipment easier available for children and for children to be in charge of this equipment. | £ 1,712  £2,436.60  £240 | The equipment bought has been promoted and advertised to children – and how it can be used  The equipment storage keeps the equipment in better condition – they look after it better. | The equipment is in better condition and better looked after with new storage containers.  Up to date equipment for lessons makes sure they can be taught to the best of ability. |
| **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: |
| Pay for Teach Active – Both Maths and English for 4 years. | We have paid for a subscription for Teach Active so that the profile of PESSPA across the whole school and in a variety of lessons, not just PE lessons. Target fot LA sets as these lessons have targeted children for PE too.  New school kit to promote competition. | £3,379.00  £210 | Children have begun to recognise when Teach Active is being used and enjoy the activities – need to make sure that it is used more across the whole school. | Raise profile of this within school – pe coordinator being back will support this.  Promotion of new school kit should promote for children to buy their own for their PE days, |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and 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: |  |  |  |  |
| As a whole, the staff recognised that their teaching of Dance was something that they felt less supported in.  More detailed lessons plans and structure for different areas of the PE curriculum | Buy in to a hard copy of a dance package, that would support the teaching of dance – give the teachers a structure to follow and links to the whole school curriculum.  A 4year long subscription bought for Complete PE which is a tool to support staff in their knowledge and delivery in PE. | £400.44  £420 | Although not yet been used, staff have verbalised they feel more confident in teaching dance with this support tool – also supports continuation of knowledge from whole school subjects.  Staff have felt more supported in all areas of the PE curriculum by having lessons plans to hand/to be able to use for different age groups. | We have this tool for the next 3 years – make sure it is utilised so it can be sustained for a longer time – possible next step is CPD to use Complete PE for to its best ability.  Look for physical CPD to support teaching of PE. |
| **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: |  |  |  |  |
| Pay for after school clubs that are open a range of children - external providers.  Pay for different experiences that the children haven’t had before. | We have paid for after school clubs that are open to all children that offer wider opportunities to experience a range of sports.  Use queen jubilee to pay for a maypole experience for all children to have opportunity to experience. | £ 2,765  £450  £ 599 | A high percentage of children took part in these extracurricular clubs | Next step are to try and include a broader range of experiences within the school day – not just after school.  Target certain groups of children and focus on what experiences they would like to get more involved. |

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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: |  |  |  |  |
| This was the main focus for the school this year; to get the children back into competitive sport both for both inter and intra competition. This has been something missing from school life, due to covid. | Make contact with the local SGO and local secondary schools who usually run sports competitions – make a competition calendar and decide how many teams can be taken to each event.  Make sure time for competitions in school can take place.  Awards to support competitions within school | £1770   £3131.46  £86.98 | There has been a variety competitions attended, and all children have had the opportunity to take part in at least one of these competitions. | This will be the hardest to sustain as they money for supply and travel has been a large amount of the fund spent – however most children having the opportunity for a competition can still be sustained within school and we can make contact with local schools to possibly set up competitions on a smaller scale. After school competitions and parent travel is also a possibility. |

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| Signed off by | |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: | E.Tysoe |
| Date: | 26.7.30 |
| Governor: |  |
| Date: |  |