

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

- Develop or add to the PESPA 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Increased participation in competitive sport (304 sporting opportunities presented to children in 2019/20 with 142 different children being involved in a range of different sports). *Numbers decreased due to COVID-19* Broad range of activities and sports for pupils. Increased engagement in physical activity. Partnerships developed with a range of local sporting clubs and venues. CPD has led to staff becoming more confident planning and teaching PE. PE is used to promote young leaders in school. Improved playground facilities increase engagement of children, particularly KS2, within physical activity. 	<ul style="list-style-type: none"> Further engage children in EYFS and KS1 to ensure at least 30 minutes of physical activity every day. Close the gap between the amount children entering and leaving the school either overweight or obese. Use PE to develop 'the whole child' ensuring that links are made through PE lessons to the values of the school. Further develop staff's understanding of the teaching and assessment of PE, particularly in dance. Ensure that a higher percentage of children meet the national expectation for swimming.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	65%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	62.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above national curriculum requirements. Have you used it in this way?	No

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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 students today and for the future.

Academic Year: 2020/21	Total fund allocated: £18,480	Date Updated: 01.10.2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 42%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Engage more children in physical activity by providing opportunities for a wide range of inclusive sports.	Through ATSA, children are able to enter taster sessions and competitions such as VX, Smite! and kurling. Further opportunities for inclusive sport to be explored through our local sporting network.	£250 yearly fee	Due to COVID 19, many events were cancelled yet, upon writing the evaluation, over 240 opportunities were provide for children to participate in events during summer term – of which over 100 different children have been involved.	Continue to utilise ATSA as a way of participating in extra sporting activities and build upon these numbers now that events are back up and running.
Engage more children in KS1 and EYFS in regular physical activity through the development of the playground.	Improve playground provision for EYFS and Early Years. Develop new playground structures to promote a range of sports across EYFS and Early Years. New markings to encourage physical activity during playtimes.	£6000	Playground has undergone many improvements, including trim trails, climbing frames and a marked football pitch. Each class in school has had access to these resources.	Ensure access to equipment is utilised upon return to 'normal' way of running dinner and playtimes. Continue to develop outside space with possibility of extending our access to the forest behind school.
Provide holiday provision, through ATSA, to engage less-active children during time away from school.	Identify less-active children (through discussions with teachers and use of weights/measures). Enlist children on holiday provision register, ran through ATSA. Subsidise cost for children, bringing fee down to £3 per child.	£1500	Due to COVID-19, holiday provision was not able to be used and the funds were allocated to playground improvements.	Utilise holiday provision when it returns after the COVID-19 pandemic. Plans are in place for this to happen, with various professionals committed to providing sessions.

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase percentage of children participating in PESSPA through taster events and competitions.	By paying the ATSA annual fee, school will have the opportunity to enter a range of sporting events over the year. Numbers will depend on COVID-19 guidance.	See KI1	Due to COVID 19, many events were cancelled yet, upon writing the evaluation, over 240 opportunities were provide for children to participate in events during summer term – of which over 100 different children have been involved.	Continue to utilise ATSA as a way of participating in extra sporting activities and build upon these numbers now that events are back up and running.
Curriculum to be enhanced with REAL PE platform to ensure that children are active and healthy in both mind and body.	CPD bought into school in order to emphasise the importance of developing the ‘whole child’.	See KI3	Two twilight sessions were provided resulting in high quality staff CPD. Child interviews show enthusiasm towards new scheme.	Continue to embed the scheme and build upon the use of assessment to inform planning and teaching.
Provide opportunities for modelled lessons and joint lessons so that PESSPA profile is raised amongst staff and children.	Time given for Mr Cooke to amend the PE curriculum and planning process to enable more opportunities for school values to integrate into lessons.	£150	Staff training has modelled high quality PE sessions across all age ranges in school.	Lesson drop ins and learning walks will build upon CPD offered to ensure high provision is sustained.
Develop a range of inter-school sports based competitions to raise profile of sport and increase competition within school. (Potential to then compete against other schools in same competitions through ATSA.).	Planning time given to arrange competitions which can take place between year groups and in house teams. Class based competitions set up (under COVID 19 regulations) to ensure competition throughout school year. Resources bought so that these competitions can take place (particularly athletic/ speed/ agility resources).	£500	Time was allocated to provide various inter-school sporting events such as a kurling competition, rounders fixtures between classes and athletics competitions in key phases.	Look at further opportunities to provide inter-school competitions across a broader range of sports.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36.8%
School focus with clarity on Intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop Partnerships with sporting professionals and high quality sports providers in order to work with staff to provide the best possible lessons for children.	A range of sports staff brought in to work with staff and children over the course of the year, such as Kickstarterz.	-	A range of sporting professionals have been into school to work with both children and staff, including MB dance, Kickstarterz and Tri-Kidz.	Continue to look for opportunities to develop staff through working alongside experts in specialised areas.
Work with specialist dance coaches to link PE more closely with cross-curricular learning, allowing staff to become more competent in delivery of dance and children to be more engaged in PE lessons.	Contact with Miriam Bowyer of MD Dance. Book order to link PE with other areas of the curriculum. Timetable established for all classes to utilise MD Dance. Teachers to work with MB in the planning, teaching and assessment of lessons.	£1000 £3000	MB Dance was used across school to improve competence and confidence in English. Resources have been shared with all key phases and effective assessments have allowed for more targeted planning across PE.	Use staff audits to highlight other sporting areas which would benefit from working with a professional to a similar effect.
Staff training based around use of knowledge organisers, vocabulary and assessment to ensure children are gaining high quality PE provision.	Staff meeting time agreed with MG to go through knowledge organisers.	-	Knowledge organisers provided to support both teaching and learning for each unit across the long term planning.	New knowledge organisers to be created to work in line with new scheme. These will be made over summer and be in place for September.
Real PE Jasmine platform to be integrated with current scheme of work, meaning that a wider range of activities are available to children (particularly in EYFS).	Following discussions last year, contact Real PE and arrange to bring in platform. CPD led by REAL PE to support staff in delivery of lessons and assessment.	£2800	Two twilight sessions were provided resulting in high quality staff CPD. Child interviews show enthusiasm towards new scheme. School has a designated Jasmine co-ordinator to provide support over the next year. The platform was also able to provide high quality home-learning during lockdowns.	Continue to embed the scheme and build upon the use of assessment to inform planning and teaching. CPD opportunities have been provided for staff from EYFS and KS1, with further whole-school and specific foundation stage training coming in the next academic year.

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11.9%
School focus with clarity on Intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase percentage of children participating in PESSPA through taster events and competitions.	Through ATSA, give children the opportunity to represent the school at inter-school competitions. Figures dependent on COVID-19 regulations and new targets to be set in January.	See K11	Due to COVID 19, many events were cancelled yet, upon writing the evaluation, over 240 opportunities were provide for children to participate in events during summer term – of which over 100 different children have been involved.	Continue to utilise ATSA as a way of participating in extra sporting activities and build upon these numbers now that events are back up and running.
Provide a wider range of resources that link physical activity with mental health.	Following Yoga CPD from last year, classes to be allocated a slot to deliver Yoga during indoor PE sessions. Yoga resources to be bought (including mats, weighted facemasks and lesson plans).	£1000	Yoga resources were bought and used during summer term – this provided the opportunity for mindful activities during the aftermath of school closures. Resources were also used during ‘Mindful Minis’ sessions, building upon positive mental well-being amongst our learners.	Look for further resources to support the planning of yoga, which will be integrated into summer term units as well as used during day-to-day teaching.
Range of specialised PE resources bought to encourage children to participate in a range of sports, both within lessons/after school clubs and during free play and dinner time.	Audit current PE equipment School council involvement in deciding which sports they would like to have access too. Order PE equipment and deliver CPD on use.	£1200	PE Equipment audited and new stock bought in with emphasis on playground provision. Further storage units now built with sport specific boxes available to use. Dinner time provision has also been organised to ensure all learners have access to high quality provision during their free time.	Continue to monitor equipment and ensure staff and learners have high quality resources available to them. Look at changes to dinner time provision once ‘normal’ routines are back in place.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.4%
School focus with clarity on Intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide opportunities for children to participate in a range of competitive sports between schools in the local area.	Through ATSA, give children the opportunity to represent the school at inter-school competitions. Some events will be subsidised by the school. 2020/21 targets dependent on COVID-19 – to be reviewed in January	£500	Due to COVID 19, many events were cancelled yet, upon writing the evaluation, over 240 opportunities were provide for children to participate in events during summer term – of which over 100 different children have been involved.	Continue to utilise ATSA as a way of participating in extra sporting activities and build upon these numbers now that events are back up and running.
Promote a sense of healthy sporting competition within school, where children are challenged and live by our motto, 'Never Settle for Less than Your Best.'	Inter school competitions to take place between key phases (Euro 2020/cross country). School Games Day and separate school Sports Day to promote competition and boost the profile of PESSPA across school. New equipment to be bought for this.	£500	Due to COVID-19, some of our school games days were not able to go ahead.	Modified competitions will take place in summer term to ensure learners have the opportunity to further participate in competitive sport.

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