



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 2021** at the latest.

# \*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.

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:

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

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.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

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| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
| Mini marines – hugely effective in engaging a large group of disaffected boys in KS2, developing better attitudes to learning and growth mindset.  Mini marines were cancelled mid-way through the year because of Covid but we are looking to book them again in the future.  Successful Motivational Olympic medallist visit – led to improved attitude to learning for certain individuals.  Atlas sports provision mainrtained throughout the whole lockdown period for wellbeing and physical activity at a time where lots of other extracurricular clubs were cancelled for our key worker children. | EYFS and KS1 children – noticeable deterioration in gross motor skills and spatial awareness because of lockdown, to be addressed through targeted PE provision and specific SEND activity.    Concerns about anxiety and emotional resilience for large group of pupils.  Staff training required in one or two key sports (hockey, netball) |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

# If YES you must complete the following section

**If NO, the following section is not applicable to you**

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

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| **Academic Year: September 2020 to March 2021** | **Total fund carried over: £2,035** | **Date Updated: 22/3/21** |  | |
| What Key indicator(s) are you going to focus on? Enabling all children to be regularly active. Sport England have shown that the number of children and young people who were physically active fell during the 2019/20 academic year in England, as first storms and then the coronavirus (Covid-19) pandemic restricted the type of activities available. | | | | Total Carry Over Funding: |
|  |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear how you want to impact on your pupils. | Make sure your actions to achieve are linked to your intentions: | Carry over funding allocated: | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?: | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: |
| Competitive sport for children to put skills taught into a competitive environment.  Extra time for children to be physically active. | Atlas sports interschools competitions.  Atlas sport – PE provision  Atlas camps | £446  £1,481  £108 | High engagement in events.  Pupil voice to show positive experiences. | Continue with our schools involvement in Atlas interschool competitions. |

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| 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. |  |
| 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 2021. | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 100% |
| 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.

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| **Academic Year:** 2020/21 | **Total fund allocated:** £16,530 | **Date Updated: 22/3/21** | |  |
| **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: |
| 25% |
| **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: |
| Promote Friday Fun Run  To secure good progress in PE – including an interest in a range of sports.  To ensure our most vulnerable children continue to be involved in physical activity during the school holidays. | PE lead to take over managing the run and include subsidised Breakfast Club afterwards with healthy snack and juice.  Atlas PE provision  Atlas camps | £4,023  £104 | Pupil surveys reflect an increase in pupils regular involvement in exercise.  Uptake of Friday Run has increased.  PE Pal reflects children’s building physical stamina and skill development.  Vulnerable/ Key worker families supported. | Alternative staff to be trained up in taking the Friday morning run.  KS2 children to plan running routes. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 14% |
| **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: |
| Depth of learning & thinking is an area for Whole school development. Looking for children to ask ‘bigger’ questions and respond to these too.  Following a review of our wrap around care some areas for improvement were identified including lack of activity. | Book Active RE course. Games and activities linked with concepts explored in RE to deepen thinking.  TA employed to facilitate wider range of sports in after school club | £360.00  £1,994 | Chris needs to speak to children  Clubs such as ultimate Frisbee have had a really positive impact on children’s attitude towards both sports and the wrap around care provision |  |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 35% |
| **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: |  |  |  |  |
| Provision of external sports provider to increase range of sports that teachers are trained to teach.  Use of P.E pal to ensure consistent and effective assessment. | Atlas Sports booked to provide twice weekly sessions – teachers to attend one session per week, TAs to attend the other. Additional teaching staff employed to facilitate this.  Atlas sports staff to provide training on PE Pal | £5,506.00  £295 | Increased knowledge in teaching of PE for a wider range of staff.  Children receiving a high level of sports coaching  Teachers able to include useful information in school reports about pupil progress in PE. |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 3% |
| **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: |  |  |  |  |
| To improve the growth mindset of children and their belief in their own abilities.  To widen children’s sporting interests – tennis and gymnastics. | Chris Cook – Olympic swimmer visit.  Tennis coach  Storage PE mats | £300  £96  £99.12 | Children to speak positively of their own abilities.  Children to show an improved growth mindset in wider lessons. | Some children tried the tennis because of the subsidised cost – parents may feel able to cover the cost in future. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 6% |
| **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: |  |  |  |  |
| Enable children to test their sporting skills against children from other schools | Funding to be made available for children to enter tournaments. | £952.99 | Positive views to competition  Winning one of these competitions gave a group of children immense pride |  |

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| Signed off by | |
| Head Teacher: | Rebecca Slater |
| Date: | 12.07.21 |
| Subject Leader: | Chris Hull |
| Date: | 12.07.21 |
| Governor: | Nicky Clapton |
| Date: | 14.07.21 |