



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

2020/21

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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.

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.

Our 2020/21 Action Plan within the context of COVID19: Funding



DfE: Conditions of Grant (2019/20) - Underspend

The 2019/20 Conditions of Grant were updated to include an **in-year variation regarding the funding**. Due to COVID-19, DfE sanctioned the carrying forward of any underspend into this academic year. It needs to be **spent in full by 31 March 2021** and should be factored into spending plans for the 2020/21 PE and Sport premium allocation.

Please, now see our Budget Summary below which identifies our Underspend, our 2020/21 Premium and our Total Funding Available. This is then followed by our 2020/21 Action Plan and related COVID19 Safe-Practice measures.

Budget Summary for 2020/21

Underspend (Figure carried forward)	-	£2,471
20/21 Premium	-	£ 18,690

Total Funding Available - £ 21,161

COVID19: PE, School Sport & Physical Activity (PESSPA) Safe Practice

With regards to the planning (Intent) of what we want to achieve this year, we have ensured that we have referred to all national and local COVID19 guidance available at the time in relation to each of the PE & Sport Premium Outcome Indicators. With regards to delivery (Implementation) of our Action Plan we will amend any actions as appropriate in line with any new guidance as it emerges.

Specifically, we will have:

- Consulted all appropriate DfE, Youth Sport Trust and the Association for PE (afPE) published information to support children and colleagues in schools with regards to COVID19 and PE, Sport and Physical Activity.
- Ensured that future actions support any whole school requirements / recommendations contained in the Department for Education Guidance for full opening: schools (2/7/20), in particular to pupil well-being
- Ensured future actions support Physical Activity requirements / recommendations for children and staff contained in the Department for Education Guidance for full opening: schools (2/7/20).
- Ensured future actions support the implementation and delivery of the new, whole-school Relationships and health education (RHE) for primary aged pupils which becomes compulsory from September 2020, and which schools are expected to start teaching by at least the start of the summer term 2021.
- Ensured that we follow all latest national COVID19 guidance in relation to our plans for next year, with a particular focus on engaging external providers to work alongside children and staff in a range of roles including CPD, activity provision, competition and leadership training.
- Worked with staff who need essential guidance and support in delivering purposeful PESSPA within the COVID19 framework
- Worked with Allison Consultancy who provide COVID19 Safe-Practice in PESSPA training to support PE Leads and staff across the academy.
- Ensured that any competitive opportunities we provide, in line with current national guidelines, will be non-contact in nature.

Implementation: PE Lead Self-Review – Tracking COVID19 Safe Practice and your Action Plan Progress

To support you to track and monitor the safe delivery or Implementation of your plans (with particular reference to COVID19), and to meet the deadline for spending any Underspend carried over from last year please 'tick' as appropriate the boxes below. Please also identify in 'Red' in the 'Funding Column' in your Action Plan below where you are using your Underspend.

1. COVID19: PESSPA Safe Practice

Is COVID19: PESSPA Safe Practice being followed by staff and children across your school / academy?	End of Term 1	End of Term 3	End of Term 5
	YES		

2. Action Plan

Are you on track to deliver your Actions contained in your Action Plan?	End of Term 1	End of Term 3	End of Term 5

3. Budget: Underspend

Has your identified Underspend from last year been spent by <u>31st March 2021?</u>	Yes	No

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 2020:	Areas for further improvement and baseline evidence of need:
<p>(Please note that whilst we achieved key aspects of our planned programme for 2019/20, many aspects had to be postponed due to COVID19. Where appropriate these will now be carried over to this year.)</p> <ol style="list-style-type: none"> 1. CPD that took place has increased staff knowledge and skills in delivering PE 2. OWN Trust leadership and competition programme 3. Specialist Coaches were engaged and extended the physical activity opportunities for our children particularly outside of curriculum time 4. Remote support from Allison Consultancy has helped the returning PE Lead with regards to COVID19: PESSPA Safe-Practice and the new PE & Sport Premium requirements, updates, review of 2019/20 Plans and development of 2020/21 Plans 	<ol style="list-style-type: none"> 1. Ensure that all children and staff (including external providers), involved in any PESSPA related activity are aware of and follow all appropriate national, Trust and local COVID19 guidance and policy 2. Support staff, including Midday Supervisors, to provide opportunities to enhance the well-being of our children through exciting, fun, healthy physical activity particularly after 'Lock-Down' and the limited, or non access to the academy 3. Develop the 30 minutes a day programme to ensure all children have the opportunity to engage in 30 minutes a day healthy, physical activity in school 4. Identify COVID19 – safe competitive physical activity opportunities for all of our children including OWN Trust opportunities 5. Develop exciting OWN Trust opportunities to enhance the outcomes for children across the three academies through joint sports competition and leadership activity

Meeting national curriculum requirements for swimming and water safety.	
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 last academic year.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
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

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 (Including Underspend): £TBC	Date Updated: 31/08/20	
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				Percentage of total allocation:
COVID19: PESSPA Safe Practice Physical Activity: In addition to following the Safe Practice (identified above), we will specifically ensure that we will follow all national COVID19 guidance, Trust and local policy with regards to engaging external providers to work alongside staff and children for the provision of physical activity, and the safe use of sports equipment and resources.				
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: (Red = Underspend)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities	<p>We will ensure that all national COVID19 guidance, Trust and local policy is followed regarding engaging external providers to work alongside staff and children with regards to activity provision.</p> <p>A Focus on Outdoor Opportunities</p> <ul style="list-style-type: none"> We will identify programmes/ CPD and resources to support active learning across whole school with a particular focus on outdoor learning which also adheres to the national COVID19 guidance. <p>1. Complete Pupil Voice survey to identify pupil interests and barriers to participation</p>		<p>Evidence</p> <ul style="list-style-type: none"> All programmes in place and children engaging on a regular basis Participation Registers 30 minutes a Day activity timetabled in 	

	<p>2. Engage Key Sport to extend physical activity opportunities</p> <ul style="list-style-type: none"> Engage coaches to further develop healthy, physical activity opportunities ensuring the adoption of COVID19 – Safe-Practice Provide additional healthy, physical activity opportunities outside of curriculum time <p>3. 30 Minutes a Day</p> <ul style="list-style-type: none"> Work with Allison Consultancy to audit 30 minutes a day activity levels across the school Use the 30 Minutes a Day e-Tracker from Allison consultancy Establish baseline of provision Whole-staff training to support staff to identify opportunities and resources to promote healthy, physical, active learning opportunities within and beyond the classroom to help meet 30 Minutes a Day requirements for every class <p>4. Golden Mile</p> <ul style="list-style-type: none"> Maintain and develop Golden Mile as part of range of activities to meet 30 minutes a day requirements <p>5. Orienteering</p> <ul style="list-style-type: none"> Integrate Orienteering into PE Curriculum and extra-curricular programme <p>6. Balanceability / Bikeability</p> <ul style="list-style-type: none"> Work with Bedford County Council to develop Balanceability (Reception) and Bikeability (Years 5 and 6) 6 x Sessions each <p>7. Craze of the Week</p> <ul style="list-style-type: none"> Maintain existing opportunities and extend to involve additional children Purchase additional support / resources 	<p>£2,325</p> <p>(See Allison Consultancy below – Indicator 3)</p> <p>Internal Budget</p> <p>Internal Budget</p> <p>£1,750</p> <p>£65</p>	<p>for every class</p> <ul style="list-style-type: none"> Extended Extra-Curricular Sport and Physical Activity Programme Active Playground Programme in place PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys Staff voice Cooking group every Friday (KS1 and 2) Vegetable garden developed Equipment purchased <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for health Improvement in sense of health and well-being Increased participation by children who normally don't engage with sporting / physical activity opportunities Links to Mathematics established as part of orienteering programme supporting pupil learning in this subject area Increased number of children participating in school clubs Increased number of children enjoying taking part in school clubs Children more engaged with and developing Orienteering skills Participation across the school has increased Children that didn't engaged now more active Balanceability and Bikeability are enabling children to ride bikes confidently Children are accessing structured, active games during lunchtimes. Golden Mile is embedded and ALL key stages are accessing this. Children are confident when discussing a healthy lifestyle and take responsibility for theirs. 	
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	<p>8. Further develop the Good Food Friends programme</p> <ul style="list-style-type: none"> Identify staffing Link to 5 A Day Programme 	Internal Budget	(See Impact and Outcomes for Children above)	
	<p>9. Identify staffing to support delivery of Activity Programmes</p> <ul style="list-style-type: none"> Liaise with all staff Kelly (PE TA) – to support activities including developing Active Literacy Young Leader to support delivery of some activities 	Internal Budget	(See Impact and Outcomes for Children above)	
	<p>10. Review the 'Go Noodle' Movement Programme</p> <ul style="list-style-type: none"> Look at school resource 	No cost for introductory level	(See Impact and Outcomes for Children above)	
	<p>11. Targeting non-engagement</p> <ul style="list-style-type: none"> Review participation registers to identify non-participants Use pupil voice to target areas of non-participation. This could be including more non-traditional sports at break times with children working in their own spaces Offer some extra opportunities (Coaches could provide some of these) 	Internal Budget		
	<p>12. Purchase additional equipment, resources and storage to support Healthy Active Engagement Programmes</p> <ul style="list-style-type: none"> Look at introducing COVID Safe 'Bubbles' at lunchtimes for different groups of children Continue to use and re-stock the playground equipment to support engagement for children in their 'Bubbles' at lunch-times Purchase range of inclusive equipment 	Cost TBC	See Evidence, Outcome and Impact statements above	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
COVID19: PESSPA Safe Practice Whole-School / Well-Being: In addition to following the Safe Practice (identified above), we will specifically focus on the development of physical competence and personal skills to support the social, emotional and mental wellbeing of our children on returning to school after 'lockdown'.				
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: (Red = Underspend)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity	Strategic Approach with focus on well-being <ul style="list-style-type: none"> PE Lead to link Actions contained in the Action Plan to the implementation and delivery of the new, whole-school Relationships and health education (RHE) Curriculum for primary aged pupils which becomes compulsory from September 2020, and which schools are expected to start teaching by at least the start of the summer term 2021. Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating 1. COVID Safe- Competition, Leadership and Team-Building Opportunities <ul style="list-style-type: none"> Implement COVID19 safe competition opportunities against self and others to develop range of personal and social skills This would involve developing competitive non-contact opportunities for children of all abilities to support the development of the whole child Develop internal competitive opportunities to enhance the PE curriculum offer (1) Within School	(See Costs in Section 3 below)	Evidence <ul style="list-style-type: none"> Cross reference made to new RHE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with RHE Staff will have a greater understanding of simple, practical activities to support the development of children's well-being COVID Safe Competition opportunities developed All CPD taken place New Competition Programme in place (within-school and OWN Trust) Increased Inter-House competition opportunities Participation Registers In-school training taken place Active Playground Programme Discussions with staff and children Impact / Outcomes for staff : <ul style="list-style-type: none"> Improved confidence in teaching good and outstanding PE lessons Clear understanding of how to plan and deliver PE lessons that develop children's thinking skills whilst they are moving Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children 	

	<p>PE Curriculum and Extra-Curricular Inter-House Competition Programme (CO)</p> <ul style="list-style-type: none"> • Maintain and further develop competitive opportunities for children of all abilities • Extend inclusive, in-school, Inter-House Competitive Sports and Physical Activity Programme • Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all • Develop new programme to include new, non-traditional activities e.g. Boccia, New Age Kurling, Dance, Cheerleading • Resources and programmes introduced last year can be used again with new children as the staff expertise and resources now remain in the school <p>Young Leader Led – Inter-House Sports Competition Programme (CO)</p> <ul style="list-style-type: none"> • Different children to those involved in the OWN Programme below • Include successful Cross-Country event again • Allison Consultancy and PE TA to support this programme • 1 x Day of Training and 2 x Days of Activity <p>Active Playground Training</p> <ul style="list-style-type: none"> • For Young Leaders and Lunch-time Supervisors • (See Section 3 below) <p>(2) Between Academies (OWN Trust Programme)</p> <p>Young Leader (YL) led ‘OWN Inter-Academy Competition Days’</p> <ul style="list-style-type: none"> • This includes 3 inter-academy sports competition events (1 x at each academy) • Each academy will host and deliver a different sport / activity • It also includes 4 days of YL training and event preparation • This is a total of 7 ‘joint’ days 	<p>(See Costs in Section 3 below)</p> <ul style="list-style-type: none"> • Greater understanding of role competition can play in development of whole child • Sustainability - PE Lead (s) upskilled to lead on and deliver competition programme • Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons <p>Leading to the following outcomes <u>accessible by all children</u>. Increased pupil:</p> <ul style="list-style-type: none"> • Development of positive learning behaviours such as resilience, self-regulation, self-confidence, self-esteem. • Wellbeing, acknowledgement of own emotions and behaviours. • Engagement in PE lessons and enhanced development of personal and social skills and behaviour • Engagement in lessons as a result of 30 minute a day activities • Experience of competition against • Experience of competition against self and others • Experience and understanding of rules and scoring systems • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship • Confidence • Enjoyment of sport and games across the school • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with other children from other schools / backgrounds • Experience sense of well-being and the feeling of achieving their best • Experience of gaining awards and certificates and the feelings of achievement • Increased engagement in teamwork and exercise • Increased confidence • Improved concentration in lessons • Increased sense of belonging and engagement in whole school life • House Captains developing 	
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	<ul style="list-style-type: none"> The YL's from each academy to be involved in all 7 days so they can plan and deliver all 3 competitions YL's can then use the training and resources to help run an inter-house activity in their own academy <p>2. PE CPD that impacts on whole-school outcomes</p> <ul style="list-style-type: none"> Ensure that CPD that has taken place last year is cascaded to any new staff E.g. cascade MOT Training for staff – link to personal development and positive impact on behaviour Further develop programmes/ CPD and resources to support active learning across whole school as part of 30 minutes a day e.g. Maths of the Day <p>3. Links with other whole-school initiatives (CO)</p> <ul style="list-style-type: none"> Further develop links with whole-school focus on healthy eating (Good Food Friends) Develop link in children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating (Link to Good Food Friends programme) Develop links to PHSE programme around developing a healthy lifestyle (Focus on different year groups) 	Internal Budget	<ul style="list-style-type: none"> communication and leadership skills Young Leaders develop communication and team-building skills Children having more opportunities to think, discuss, evaluate and plan whilst they are moving Development of the whole- child (personal and social skills) Reduced behavioural problems Increased confidence Improved concentration in lessons Experience of gaining awards and certificates and the feelings of achievement Sense of belonging <p>Ability to transfer skills to support learning across the school</p>	
		Internal Budget		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
COVID19: PESSPA Safe Practice CPD – Academy Staff / External Providers: In addition to following the Safe Practice (identified above), we will specifically ensure that we will follow all national COVID19 guidance, Trust and local policy with regards to engaging external providers to work alongside staff and children for the provision of CPD.				
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: (Red = Underspend)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>1. Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity</p>	<p>1. Allison Consultancy to plan and deliver strategic Professional Learning Sessions and provide Resources for PE & School Sport</p> <p><i>Element 1: Strategic, Shared Partnership Support as part of OWN Trust</i></p> <p>(1) PE Co-ordinator Central Development and Networking Sessions</p> <ul style="list-style-type: none"> 6 x 2 Hour Sessions Over Zoom <p>(2) Young Leader (YL) led 'OWN Inter-Academy Competition Days'</p> <ul style="list-style-type: none"> This includes 1 x Inter-academy sports competition event in the Summer Term 2021 Based on discussions, the proposal is for a COVID19- Safe Competition at one central venue This would be Led by the Young Leaders If this is not possible due to COVID19, and academies cannot meet, then it could be a 'Virtual' event with children completing activities at their own academy and academy scores then compared 		<p>Evidence</p> <ul style="list-style-type: none"> Central Network Development Zoom session taken place Bespoke, training days from Allison Consultancy taken place Deadline for PE & Sport Premium Underspend met Sharing of COVID19 – PESSPA Safe-Practice guidance and requirements On-going monitoring of practice taken place (COVID19 – PESSPA Safe-Practice Learning Walks) Staff aware of and following latest COVID19 – PESSPA Safe-Practice Discussions with staff and children 2019/20 PE & Sport Premium Plan reviewed and developed Costed, 2020/21 PE and Sport Premium Plan in place using new national template developed by Allison Consultancy to include COVID19 safe-Practice All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete COVID19 PESSPA safe-Practice Policy in place Templates on website and web-compliant Young Leader Training delivered Sports Competitions taken place New Competition Programme in place (across the OWN Trust) Increased Inter-House competition opportunities 	

	<ul style="list-style-type: none"> • For Stuart Allison and the Young leaders to be at each academy to run their day this would require 3 separate days of competition • It also includes 3 days of YL training and event preparation • This would be at most a total of 6 'joint' days (If academies can meet it would be a total of 4 'joint' days) • The YL's from each academy to be involved in all joint days so they can plan and deliver the competition 		<p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Staff aware of and following latest COVID19 – PESSPA Safe-Practice • Enhanced subject leadership • Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template • Clearer understanding of the updated National Outcome Indicators • A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children • Staff upskilled to deliver enhanced provision in PE lessons <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Children following all latest COVID19 – PESSPA Safe-Practice • Effective use of the funding leading to enhanced PESSPA provision and opportunities for children • Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children <p>Also, increased pupil:</p> <ul style="list-style-type: none"> • Experience of competition against self and others • Experience and understanding of rules and scoring systems • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship • Confidence • Enjoyment of sport and games across the Trust • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with children from other schools / backgrounds • Experience sense of well-being and the feeling of achieving their best • Experience of gaining awards and certificates and the feelings of achievement 	
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	<p>Element 2: Bespoke, In-school Support</p> <p>Support for the following key areas have been discussed and includes:</p> <p>2 x 5 Hour Days: Super Me! – Practical Activities to develop health and well-being for your children</p> <p>This support is extremely current, focusing on children's well-being particularly after the recent period of 'lock-down'. The days are delivered practically, in-school. It includes a mixture of the following to meet your needs:</p> <ul style="list-style-type: none"> Up to 3 x modelled sessions per day with children and staff 1 x Staff Twilight session per day or extra session with the children The sessions are a mixture of practical activities, core strength and stretching, and relaxation. <p>1 x Day: Move Off & Think (MOT) in the Classroom</p> <ul style="list-style-type: none"> In-school training and support for the PE Leads to develop 'Active Classrooms' across the academy and get children engaged in healthy, physical activity after the sustained 'lock-down' 	<ul style="list-style-type: none"> Increased engagement in teamwork and exercise Increased confidence Young Leaders develop communication and team-building skills Development of the whole- child (personal and social skills) <p>Evidence</p> <ul style="list-style-type: none"> In-school training taken place Learning walks Discussions with staff / Staff Voice Discussions with children <p>Impact on staff:</p> <ul style="list-style-type: none"> Greater understanding of simple, practical activities to support the development of children's well-being Supports PE Lead and the school with the achievement of Outcome Indicator 2 <p>Leading to the following Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Development of self-esteem Children know how to use simple movements to help them relax and focus their minds Helps children to find the superhero power inside themselves, to have the confidence to tackle any situation and to understand their own behaviours a bit more <p>Evidence</p> <ul style="list-style-type: none"> Lesson Observation Learning walks Discussions with staff <p>Impact on staff:</p> <ul style="list-style-type: none"> Teachers increased confidence, knowledge 	
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	<ul style="list-style-type: none"> Strategies to get children moving and thinking in the classroom within COVID19 Safe-Practice Active Bubble Packs – Developing physical activity, classroom equipment packs for each 'Bubble' Supports active learning, improved concentration and behaviour in classroom lessons <p>1 x Day: Bespoke Support for the Primary PE Leads</p> <ul style="list-style-type: none"> In-school or remote support to meet the needs of the academy and PE Leads as the year progresses It can include, for example, the annual review and write up of 2020/21 PE & Sport Premium Plans 		<p>and understanding to deliver more active lessons in the classroom</p> <ul style="list-style-type: none"> Clear understanding of how to plan and deliver lessons and activities in the classroom that engage children in healthy, sustained, vigorous physical activity <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children involved in more regular, healthy, physical activity in classroom lessons Improved quality in teaching and learning for all children <p>See Evidence and Impact statements above</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
<p>COVID19: PESSPA Safe Practice</p> <p>Extra-Curricular Provision: In addition to following the Safe Practice (identified above), we will specifically ensure that we will follow all national COVID19 guidance, Trust and local policy with regards to engaging external providers to work alongside staff and children for the provision of healthy, extra-curricular physical activity opportunities, and the safe use of sports equipment and resources.</p>				
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: (Red = Underspend)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>1. Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children.</p>	<p>1. COVID19: Safe-Practice - Physical Activity</p> <ul style="list-style-type: none"> Review and ensure that all Physical Activity currently being delivered meets all national, Trust and local COVID19 requirements Amend or, if need be, cancel any activities that do not meet COVID19 – Safe-Practice requirements Identify and develop any new healthy, physical activity opportunities that meet COVID19 safe-practice requirements and can be safely provided Within COVID19 safe-practice identify opportunities and resources to support classroom based healthy, physical activity, active learning opportunities that help to meet the 30 Minutes a Day requirements for every class Identify COVID safe-practice activity ideas from colleagues at GAT Network Group Re-book activities that had to be postponed this year due to COVID19 <p>2. Pupil Voice</p> <ul style="list-style-type: none"> Identify from the children activities that they enjoy, any new activities they would like to take part in and barriers to their participation Target children not engaging <p>(See Details in Section 1 above)</p> <p>3. Further develop Key Sport programme to extend additional physical activity opportunities</p> <ul style="list-style-type: none"> Provide additional healthy, physical activity opportunities outside of curriculum time Lunch-times activities for EYFS / KS1 and KS2 Table-Tennis / Basketball <p>4. Employ a Sports TA</p> <ul style="list-style-type: none"> To work within both the PE Curriculum and 	<p>(Part of cost included in Section 1 above)</p> <p>£7,500</p>	<p>Evidence</p> <ul style="list-style-type: none"> All Physical Activities taking place meet all COVID19 – Safe-Practice requirements All programmes in place and children engaging on a regular basis Activity opportunities shared with key stakeholders Sports TA engaged Extended Extra-Curricular Sport and Physical Activity Programme More non-traditional activities in place Active Playground Programme in place Participation Registers Increased number of children participating in school clubs Golden Mile is embedded and ALL key stages are accessing this. New equipment purchased and used Widened range of healthy activities developed PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys Staff voice Suggestion Box in place Children's ideas collected and collated by Young Leaders Some new ideas introduced <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Additional activity opportunities available Increased engagement in exercise Increased understanding of the benefits of exercise for health Improvement in sense of health and well-being Increased participation by children who normally don't engage with sporting / physical activity opportunities Increased number of children enjoying taking part in school clubs Children are accessing structured, active games during lunchtimes. Children develop greater understanding of the health benefits of exercise 	
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	<p>Extra-Curricular School Sport and Physical Activity Programmes to extend opportunities available</p> <ul style="list-style-type: none"> • Mornings mainly • Further develop Active Breakfast Clubs • Identify key member of staff to act as mentor <p>5. Pupil Voice - Targeting Non-Engagement</p> <ul style="list-style-type: none"> • Complete student voice to identify interests and barriers to participation • Complete pupil voice with KS1 and KS2 • Identify and target children not engaging with interventions to meet their needs e.g. individual activities, non-traditional activities • PE TA to co-ordinate this <p>6. Non- Traditional Activities</p> <ul style="list-style-type: none"> • Look at less traditional activities that could build upon the new programme now in place in both the curriculum and extra-curricular programme New Age Kurling / Tri-Golf / Boccia? <p>7. Golden Mile</p> <ul style="list-style-type: none"> • Maintain and develop Golden Mile throughout the whole school. <p>8. Craze of the Week</p> <ul style="list-style-type: none"> • Maintain existing opportunities and extend to involve more children • Purchase additional support / resources <p>9. Purchase additional sports equipment to support new activities and promote health and support learning in other subjects with provision of data (e.g. Boccia and New Age Kurling)</p> <p>10. 30 Minutes a Day</p>	<p>Internal Budget</p> <p>(See section 1 above)</p> <p>£65</p> <p>£400</p>	<ul style="list-style-type: none"> • Children are confident when discussing a healthy lifestyle and take responsibility for theirs • Increased engagement and confidence levels of those children submitting ideas 	
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	<ul style="list-style-type: none"> • Audit and review the present whole school timetable and curriculum to include opportunities for further physical activity to support and meet the 30 Minutes a Day requirements • Identify opportunities and resources to support classroom based healthy, physical activity, active learning opportunities that help to meet the 30 Minutes a Day requirements for every class • Strategically link new opportunities to the 30 minute a day programme <p>11. Sharing opportunities with key stakeholders</p> <ul style="list-style-type: none"> • Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website 	Internal Budget		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
COVID19: PESSPA Safe Practice Competition: In addition to following the Safe Practice (identified above), we will specifically ensure that we will follow all national COVID19 guidance, Trust and local policy with regards to competitive opportunities for our children. As such we will currently plan for them to be non-contact in nature.				
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: (Red = Underspend)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>1. Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate</p>	<p>Due to COVID19 there has been a significant impact on the opportunity for children to engage in competitive sports activity not only within school but between schools. Whilst following all national COVID19 guidance we will look at the possibility of accessing inter-academy events but will focus primarily for this year on providing inclusive internal competitive opportunities for all children.</p> <p>1. Additional Competitive Opportunities</p> <p>(1) Within School</p> <p>PE Curriculum and Extra-Curricular Inter-House Competition Programme</p> <ul style="list-style-type: none"> Currently, under COVID19 guidance, these will be non-contact in nature Plan to run our cross country event and a Sports Day within COVID19 guidelines but only if it is possible Maintain and further develop competitive opportunities for children of all abilities Extend inclusive, in-school, Inter-House Competitive Sports and Physical Activity Programme 	<p>(See Costs in Section 3 above)</p>	<p>Evidence</p> <ul style="list-style-type: none"> New Competition Programme in place (within-school and OWN Trust) Increased Inter-House competition opportunities Participation Registers In-school training taken place Resources to plan and deliver programme Children on Peterborough Academy Programme <p>Impact / Outcomes for staff :</p> <ul style="list-style-type: none"> Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children Greater understanding of role competition can play in development of whole child Sustainability - PE Lead (s) upskilled to lead on and deliver competition programme Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons <p>Leading to the following outcomes accessible by all children. Increased pupil:</p> <ul style="list-style-type: none"> Experience of competition against self and others Experience and understanding of rules and scoring systems 	

	<ul style="list-style-type: none"> • Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all • Develop new programme to include new, non-traditional activities e.g. Boccia, New Age Kurling, Dance, Cheerleading • Resources and programmes introduced last year can be used again with new children as the staff expertise and resources now remain in the school <p>Young Leader Led – Inter-House Sports Competition Programme</p> <ul style="list-style-type: none"> • Different children to those involved in the OWN Programme below • Include successful Cross-Country event again • Include Sports Day • Allison Consultancy and PE TA to support this programme • 1 x Day of Training and 2 x Days of Activity (CO) <p>(2) Between Academies (OWN Trust Programme)</p> <p>Young Leader (YL) led ‘OWN Inter-Academy Competition Days’</p> <ul style="list-style-type: none"> • Currently, these will be non-contact in nature and will adhere to all national requirements • Depending upon guidelines with regards to sharing equipment, these could include activities such as badminton and table-tennis • If the above type of activities are not possible due to COVID19 restrictions or travel to other academies is not possible, then competition will be ‘virtual’ in nature and will be determined as the year progresses • This includes 3 inter-academy sports competition events (1 x at each academy) • Each academy will host and deliver a different sport / activity • It also includes 4 days of YL training and event preparation 	<p>(See Costs in Section 3 above)</p>	<ul style="list-style-type: none"> • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship • Confidence • Enjoyment of sport and games across the school • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with other children from other schools / backgrounds • Experience sense of well-being and the feeling of achieving their best • Experience of gaining awards and certificates and the feelings of achievement • Increased engagement in teamwork and exercise • Increased confidence • Improved concentration in lessons • Increased sense of belonging and engagement in whole school life • House Captains developing communication and leadership skills • Young Leaders develop communication and team-building skills • Children having more opportunities to think, discuss, evaluate and plan whilst they are moving • Development of the whole- child (personal and social skills) 	
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	<ul style="list-style-type: none"> • This is a total of 7 'joint' days • The YL's from each academy to be involved in all 7 days so they can plan and deliver all 3 competitions • YL's can then use the training and resources to help run an inter-house activity in their own academy <p>3. Local Inter-School Competitions</p> <ul style="list-style-type: none"> • Within COVID19 guidelines, engage in Partnership competitions programmes again next year <p>4. Peterborough Football Club</p> <ul style="list-style-type: none"> • Support talented children to gain additional competitive experience with Peterborough United • Liaise with Club regarding children in their Academy Programme • In-school Mentor (PE Lead) • Ensures academic and personal, social development is part of the whole programme alongside Football 	£200		
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Additional Outcomes and benefits of the funding				Percentage of total allocation:
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: (Red = Underspend)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>1. Raise awareness of the benefits of the PE & Sports Premium funding and increased opportunities for children</p>	<p>1. The Academy Website</p> <ul style="list-style-type: none"> Update the Sports section on our website to share our Vision, achievements, participation, events and photographs Ensure website information is current and updated regularly Share information regularly with all key stakeholders <p>2. Swimming & water-safety</p> <ul style="list-style-type: none"> Our Swimming Programme has been significantly impacted by COVID19 so we are keen to provide additional Top Up Swimming opportunities for as many Year 6 children as possible Book booster swimming sessions including transport. 	<p>Internal Budget</p> <p>Cost TBC</p>	<p>Evidence and Impact</p> <ul style="list-style-type: none"> Audit of website complete All DfE requirements met Awareness raised with children, staff, Trust, parents and carers Greater awareness by all stakeholders about our plans, actions and achievements as a result of our funding Develops a sense of achievement across the academy <p>Evidence and Impact</p> <ul style="list-style-type: none"> Swimming & water-safety class data Increased number of children at Year 6 achieving the National Curriculum Swimming and Water-Safety Targets 	

Signed off by	
Head Teacher:	<i>Stuart Mansell</i>
Date:	19.01.2021
Subject Leader:	Claire Bentley & Kelly King
Date:	18.01.2021
Governor:	<i>[Signature]</i>
Date:	20.01.21