

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

2021/22

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

Additions by:



ALLISON
CONSULTANCY



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.

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, 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](#).



Funding Available for 2021/22

DfE: Conditions of Grant - Underspend

The 2020/21 Conditions of Grant were updated to include an **in-year variation regarding the funding.**

Any unspent funding at 31 July 2021 can be carried forward into the 2021 to 2022 academic year. This applies to unspent funding from the 2020 to 2021 academic year, and also to any unspent, carry over funding from the academic year 2019 to 2020. All funding carried forward into the 2021 to 2022 academic year must be spent by 31 July 2022.

Please, now see our Budget Summary below which identifies any Underspend, our 2021/22 Premium and our Total Funding available for 2021/22. This is then followed by our 2021/22 Action Plan including related COVID19 Safe-Practice measures.

Budget Summary for 2021/22

Total amount of any unspent funding at 31st July, 2021, to be carried forward	-	N/A
2021/22 Premium	-	£18680.00

Total Funding for 2021/22* **£18,680.00**

*To be spent and reported upon by 31st July 2022.

PE Lead Self-Review (Tracking & Monitoring)
COVID: PESSPA Safe Practice - Action Plan Delivery - Budget (Including any Underspend)

To support you to track and monitor COVID: PESSPA safe practice, the delivery of your Action Plan, and to meet the deadline for spending any Underspend carried over from the last two years, please 'tick' as appropriate the boxes below. Please also identify in 'Red' in the 'Funding Column' in your Action Plan below where you allocate any Underspend.

1. COVID: PESSPA Safe Practice

Is COVID: 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	Yes	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
	Yes	Some will be carried over due to COVID	Some will be carried over due to COVID

3. Budget: Underspend

Has any identified Underspend from the last two years been spent by <u>31st July 2022?</u>	Yes	No	NA
			✓



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, with regards to delivery, we will adhere to all latest national COVID19 guidance including the requirements relating to:

- ✓ *The engagement of external providers to work alongside children and staff in a range of roles including teaching / coaching, extra-curricular activity provision, competition, leadership training, and CPD.*
- ✓ *Visiting and using external sites and facilities*
- ✓ *The safe use of sports equipment and resources including all hygiene protocol*
- ✓ *Competitive opportunities both within our academy and against other schools and academies*

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	<p>No swimming took place due to COVID restrictions.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above.</p>	<p>No information. Swimming lessons structured to occur in Year 3&4.</p> <p>Current Year 6 did not have swimming due to COVID</p> <p>Pools not available to take additional lessons.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>No information. Swimming lessons structured to occur in Year 3&4.</p> <p>Current Year 6 did not have swimming due to COVID</p> <p>Pools not available to take additional lessons.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>No information. Swimming lessons structured to occur in Year 3&4.</p> <p>Current Year 6 did not have swimming due to COVID</p> <p>Pools not available to take additional lessons.</p>

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.

Academic Year: 2021/22	Total fund (Including any Underspend): £	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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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>1. 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>2. Engage Key Sports Coaching to extend physical activity opportunities</p> <ul style="list-style-type: none"> Continue to engage PE provision from Key sports including engagement of children. Organise clubs so that all year groups have access to sporting provision. (5 x lunchtime clubs weekly to increase participation in physical activity.) Provide after school provision in a range of activities for each year group in turn including new Dance opportunities Use of Key Sports coaching to engage our pupils in healthy activities through lessons and break time and lunch time clubs (5 x Days per week) Provide additional healthy, physical activity 	<p>Key Sports £6215.00</p>	<p>Evidence</p> <ul style="list-style-type: none"> Range of external providers engaged Sports Leader / TA employed to run a daily lunchtime club for 60 minutes Y5 young leaders leading activities and games on a rota system which is overseen and run by Sports Leader All training taken place including Sports Leaders Sports Apprentice engaged and providing additional physical activity opportunities COVID19 safe-practice being followed by staff and children Daily Mile and 5 a day in place Increased outdoor opportunities being prioritised All programmes in place and children engaging on a regular basis 30 Minutes a Day baseline data Extended Extra-Curricular Sport and Physical Activity Programme Active Playground Programme in place 	<ul style="list-style-type: none"> Continue to engage Key Sports Coaching to further extend physical activity opportunities beyond the PE curriculum – these will include opportunities for our children to engage in new activities 30 Minutes a Day baseline of provision established In Autumn term, identify current activity levels across the school using 30 Minutes a day Look at whole-school support for this from Allison Consultancy, particularly for new staff Use the 30 Minutes a Day e-Tracker from Allison consultancy Compare results with baseline to identify progress / areas for further development / support

	<p>opportunities outside of curriculum time</p> <ul style="list-style-type: none"> • See detail in Section 3 below <p>3. Provide Active Playground Training to promote new activity opportunities at lunch-times</p> <ul style="list-style-type: none"> • Provide training for new cohort of young leaders • New staff members trained for Active playground games. cancelled last year due to Covid <p>Support to include:</p> <ul style="list-style-type: none"> • Ideas and practical advice for an Active Playground • Training for Lunch-time Supervisors to support an active playground • Sports leader to work with YL's and children 1 hour at lunchtimes for 5 x days per week to extend physical activity opportunities <p>4. Use range of strategies to support increased physical activity</p> <ul style="list-style-type: none"> • Children to continue to arrive in PE Kit • KS1 to continue using 5 a day <p>5. 30 Minutes a Day</p> <ul style="list-style-type: none"> • PE lead to evidence 30 minutes a day provision and identify additional resources and strategies to further develop active lessons and participation. • Use Allison Consultancy e-tracker to establish a baseline of provision achieved across the academy • Pre-populate class templates to support staff • Target and support any children not achieving 30 Minutes – use registers • Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class <p>6. Pupil and Staff Voice</p> <ul style="list-style-type: none"> • Capture pupil and staff voice in to identify strengths, barriers to engagement of children and target solutions 	<ul style="list-style-type: none"> • Participation Registers • PE, School Sport and Physical Activity (PESSPA) noticeboard updated • Pupil and Staff voice surveys • 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 physical activity opportunities • Additional Dance opportunities available • Increased number of children participating in, and enjoying, school clubs • Children are accessing structured, active games during lunchtimes. • Children are confident when discussing a healthy lifestyle and take responsibility for theirs. • Active Playground Training – 20 x Sports Leaders trained and are actively engaged at lunchtimes on KS1 and KS2 playgrounds • Children accessing 5 a Day or Daily Mile on a regular basis • Children developing leadership and team-building skills 	<ul style="list-style-type: none"> • All staff to complete tracker 3 times per year (Terms 1, 3 and 5), to evidence progress • Pre-populate class templates to support staff • Target and support any children not achieving 30 Minutes – use registers • PE Leads to continue to share ideas, resources and opportunities to support staff to achieve 30 minutes a day activity for their children every day • Develop use of Pedometers to enhance participation and motivation with regards to engaging in healthy, physical activity • Use of pedometers throughout KS1 and KS2 to improve participation in physical activity, to count the number of steps taken during exercise and take opportunities to promote the importance of a healthy lifestyle • Each Key Stage / Class will have a competition in Week 5 of each term based on number of steps achieved. • Classes and children can compete against self and others • Pedometer competitions to be linked to learning in Maths • Further develop the Active Playground Programme through Allison Consultancy – focussing on the Active Zone programme • Use new Club registers for staff to keep track of those children who are engaging and importantly those who
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	<p>To further support 30 Minutes a Day:</p> <p>7. Targeting non-engagement through lunchtime activities</p> <ul style="list-style-type: none"> • Use participation registers to identify non-participants • Pupil voice to identify reasons for non-participation • Offer lunchtime opportunities to encouragement pupils that are less likely to engage. • Use the boombox outside so that pupils can explore dancing and moving to music as well as creating a positive atmosphere during break times <p>8. Continue Daily Mile with KS2 and KS1 to improve fitness/awareness of a healthy lifestyle</p> <ul style="list-style-type: none"> • Staff continue to use Daily Mile / 5 a day/ Super Movers) to keep activity levels up and to promote the importance of a healthy lifestyle and for children to develop a positive self image. <p>9. Display available clubs on PE board and develop additional clubs so that KS1 and KS2 have sporting provision throughout the year.</p> <p>10. Children to be able to access five a day</p> <ul style="list-style-type: none"> • This is to be used as a change of focus including physical activity during classroom-based lessons <p>11. Purchase additional equipment, resources and storage to support Healthy Active Engagement Programmes</p> <ul style="list-style-type: none"> • Continue to use and re-stock the playground equipment to support engagement for children at lunch-times • Purchase range of inclusive equipment <p>12. Children to be able to access additional, less traditional activities</p>	<p>Included in costs in key indicator 3</p>	<p>See Impact and Evidence above</p> <p>See Impact and Evidence above</p>	<p>are not</p> <ul style="list-style-type: none"> • PE Leads to access this data and staff can look to work with children not engaging to identify barriers and look at solutions to overcome them • The academy will continue to ensure that all national COVID19 guidance and local policy is followed with regards to engaging any external providers to work alongside staff and children with regards to activity provision
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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>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</p>	<p>1. Strategic approach with focus on well-being</p> <ul style="list-style-type: none"> 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 Develop links with whole school PSHE programme around health (engagement in healthy physical activities and the importance of healthy eating). The programme is designed to teach the children how to feel confident in themselves, understand their own emotions and to go out into the world as happy, healthy and resilient individuals. Develop links in PSHE including Teamwork, Staying Positive and Problem Solving. This is to help to embed whole school aims through opportunities for children to compete in PE and sport to build character and to embed values such as fairness and respect. The key aims behind the design of our curriculum are for our children to be confident, independent and resilient. Develop staff knowledge and confidence across whole school with a particular focus on outdoor learning which also supports the national COVID19 guidance. Book Allison Consultancy session for CPD to meet identified needs and next steps: 1. PE co-ordinator and Active Playground and Sports Leaders Children to take part in OAA challenges both individually and within a team to learn how to evaluate and recognise their own success <p>2. Ensure PE and Sport Premium Plans are embedded within and inform the school SIP</p> <p>Pupil Voice</p> <ul style="list-style-type: none"> Capture pupil and staff voice to identify the amount of 		<p>Evidence and Impact</p> <p>Also see statements in Section 5 below, but these would include:</p> <ul style="list-style-type: none"> COVID Safe Competition opportunities developed Links developed PSHE Pupil Voice data PE intent, policy and Spiritual, moral, social and cultural development are detailed under Curriculum on the school website Sense of health and well-being improved Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour Key Strategic Actions identified that will have the greatest, most sustainable outcomes 30 Minute strategies in place and enhanced engagement in lessons Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour Increased understanding of the benefits of exercise for health Children take part in OAA challenges both individually and within a team to learn how to evaluate and recognise their own success 	<ul style="list-style-type: none"> Ensure 2022-23 plans continue to support and drive forward the achievement of whole-school priorities Ensure the PE Intent Statement supports and links to the whole-school Intent statement e.g. healthy eating and children’s understanding between engagement in healthy physical activity programmes and the importance of healthy eating Purchase additional training and resources to support the further development and delivery of our 30 Minutes a Day programme Look at PHSE –to enhance PSHE link with PE and further develop understanding of a healthy lifestyle Look to further develop competition opportunities against self and others to develop range of personal and social skills Further develop leadership and team-building opportunities for our children through additional active playground training PE Lead to continue to raise profile of PE and the whole-school benefits – parent leaflets / staff meetings /

	<p>physical activity children are doing in PE lessons and the perceived impact on personal development.</p> <ul style="list-style-type: none"> • Target the areas for development from the pupil and staff voice. <p>3. Active Playground Training to extend activity opportunities at lunch-times</p> <p>Support to include:</p> <ul style="list-style-type: none"> • Sport Leader MDSA to support the Young Leaders and engage children in sporting activities at lunchtimes • Training for Lunch-time Supervisors • Support for the Active Playground Co-ordinator • Training for new co-hort of Sports Leaders (Year 4's & 5's) • Train Sports Leaders to provide • extra physical activity opportunities at break-times • Target non engagement and promote the importance of a healthy lifestyle <p>4. COVID Safe- Competition</p> <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 opportunities for children of all abilities to support the development of the whole child • Develop internal competitive opportunities to enhance the PE curriculum offer • See Section 5 below 	<p>Costs included in Indicator 3 below)</p> <p>(See costs in Section 5)</p>	<p>Evidence</p> <ul style="list-style-type: none"> • In-school training taken place • Active Playground programme in place <p>Impact / Outcomes for Staff and children:</p> <ul style="list-style-type: none"> • Midday Supervisers aware of benefits of Active Playground and safety requirements • 11 children became Sports Leaders for the school. They will develop into sporting role models for other children, assisting our Sports Leader with lunch-time clubs to promote enthusiasm for being active. • Children upskilled and using new Leadership and communication skills • Sports Leaders trained and additional lunch-time healthy activities introduced • Increased awareness of the wide range of different types of healthy activity available • Increased opportunities for healthy activity • Identification and development of transferable leadership & team-building skills with children • Children develop increased confidence and self-esteem • Greater awareness of safety when taking part / leading on physical activities • Greater healthy, active opportunities for children at lunchtime • Active Playground training supports healthy activity and well-being whilst children encouraged to work in a team, building on trust and developing skills <p>See Evidence and impact statements in Section 5 below</p>	<p>newsletters</p> <ul style="list-style-type: none"> • Look at national programmes / resources that support learning in other subjects through physical activity – link to our work around 30 Minutes a Day • Includes Teach Active • Raising standards through active Maths and English lessons • Schools access lesson plans and resources designed to deliver the Maths and English curriculum through physically active learning • A nationally recognised and highly acclaimed online resource. • With classroom based, sports hall and outdoor activities. • Resources are mapped to the National Curriculum and covers all objectives from Reception to Year 6. • PSHE link with PE to develop understanding of a healthy lifestyle • Link to development of communication and language skills
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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 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?:	
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>Staff CPD Programme</p> <p>1. Re-visit staff CPD needs and support from PE Lead particularly with reference to COVID19</p> <ul style="list-style-type: none"> Staff will need essential guidance and support in delivering purposeful PESSPA within the COVID19 framework Informal discussions with staff, building upon the audit last year Key focus on any new staff PE Learning Walks to help identify needs PE Lead to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff Ensure future actions support Physical Activity requirements / recommendations from DfE 		Met through Key sports commitment Section 1	<p>Evidence</p> <ul style="list-style-type: none"> Staff Voice / Discussions with staff Learning walk information Updates from PE Lead <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Staff aware of and following latest COVID19 – PESSPA Safe-Practice Identification of strengths and areas of staff need with regards to training More effective subject leadership Subsequent CPD bespoke to meet identified needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children following all latest COVID19 – PESSPA Safe-Practice Children engaged in more effective, enhanced provision from upskilled staff Increased PESSPA opportunities provided by staff Photographic evidence of PE 	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> PE Leads to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff Ensure that CPD that has taken place this year is cascaded to any new staff next year Ensure that as many staff across the school are engaged in future CPD so that skills, knowledge, understanding and resources remain in the academy even if key staff leave Staff to complete audit to identify further CPD needs – particularly any new staff Engage CPD providers to meet identified needs including Key Sports Coaching and Allison Consultancy Ensure that all planning documents are received from external providers working alongside staff to support the delivery of PE Implement PE passport programme purchased this

	<p>2. Support Package</p> <p>Purchase membership of GAT PE and Sports Programme. Support to include:</p> <p>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</p> <p>3 x Central GAT PE Co-ordinator Network Development Days</p> <p>Support to include:</p> <ul style="list-style-type: none"> • Updates and guidance on latest national and Trust requirements with regards to COVID19 PESSPA Safe-Practice • This includes information from DfE, Youth Sport Trust, the national Association for PE (afPE), GAT and Allison Consultancy • Review of website and updating of PE & Sport Premium information required to meet Conditions of the Grant funding including spending of the Underspend from last year due to COVID19 • Sharing of best practice to support pupil well-being • PE and Sport Premium preparation for inspection: RAG Review and identification of key actions • Ofsted and DfE requirements in relation to PE and School Sport Premium • Quality Assurance of planning & delivery for PE • Safe-guarding • Health and Safety Updates • Sharing of best practice • PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff • Access to Sport Plan (12000 lesson plans) <p>3. Additional Support from Sports TA for Staff</p> <ul style="list-style-type: none"> • Inform new staff on 30 minutes a day resources and how they can be implemented into the classroom. • Liaise on new schemes of learning to support staff with their planning, delivery and implementation of the PE curriculum • Planning and delivery to include the development of transferable skills that focus on physical, cognitive, personal and health threads. 	<p>Face to face sessions not delivered due to Covid</p> <p>£7116.00</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Membership purchased • Central Development Days attended • Bespoke, remote and in-school training days from Allison Consultancy taken place • Deadline for PE & Sport Premium Underspend met • Staff aware of and following latest COVID19 – PESSPA Safe-Practice • Discussions with staff and children • 2020/21 PE & Sport Premium Plan reviewed and developed • Costed, 2021/22 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 • PE Curriculum reviewed and developed • COVID19 PESSPA safe-Practice Policy in place • Templates on website and web-compliant • Quality Assurance of planning, teaching and learning and assessment • Assessment scheme is being regularly used • PE Learning Walks taken place • PE Learning Walk sheets <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • PE Lead has greater understanding and evidence of impact of CPD • 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 • New curriculum resources supporting staff planning and delivery of PE • Teachers using lesson plans – increased 	<p>year</p> <ul style="list-style-type: none"> • PE Leads to monitor impact of the CPD – PE Learning Walks / Pupil and Staff Voice. • Sustainability: purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional schemes or units of work) • PE Lead to update PE Deep Dive Evidence and Impact resources • Continue to carry out PE Learning Walks • Continue with internal PE CPD support for staff led by the PE Leads
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	<ul style="list-style-type: none"> • Sports TA to monitor impact of the CPD through learning walks and Pupil + Staff Voice. • Build upon and extend the existing programme of mentoring to include training and support for new members of staff • PE Lead to ensure all teachers to access quality CPD training to ensure teachers continue to be upskilled in the delivery of PE <p>4. Engage Key Sports Coaching Company to work alongside and provide the following in-school support for staff</p> <ul style="list-style-type: none"> • Academy to ensure that any external staff are fully up to date with and following all national, Trust and local guidance and requirements in relation to COVID19 – PESSPA safe-Practice • On-going monitoring of practice by PE Lead COVID19 – PESSPA Safe-Practice Learning Walks) • Working alongside teachers with the children to plan and deliver high quality PE lessons • Each phase (KS1, LKS2, UKS2) to receive 12 weeks' worth of P.E. CPD, either through games, athletics, gymnastics or dance • Use staff voice to organise CPD training through Alison Consultancy for up-skilling staff as necessary <p>5. Purchase equipment / resources to support Professional Development</p> <ul style="list-style-type: none"> • Sustainability: purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional schemes or units of work) • Purchase staff PE Kit if required 	<p>Met through Key Sports Commitment 1</p> <p>£1025.26</p>	<p>confidence, knowledge and understanding to deliver more effective PE lessons</p> <ul style="list-style-type: none"> • Staff upskilled to deliver enhanced provision in PE lessons • Staff more confident in planning and delivering high quality Dance 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 • Children learning through all areas of PE as required by the National Curriculum • Children experience a wider range of exciting, less traditional activities both within and beyond the curriculum • Children receive a broad and balanced offer within and beyond the curriculum • Enhanced opportunities for healthy exercise through the 30 Minute a day and Active Lunchtime programmes • Children engaged in enhanced, more effective PE lessons • Enhanced quality of learning • Improved challenge and engagement across all pupils <p>See Evidence and Impact Statements in Indicator 1 above</p>	
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	<p>6. Staff Voice</p> <ul style="list-style-type: none"> • Staff to complete audit to identify further CPD needs • PE Co-ordinator to use resources from Allison Consultancy to complete new audit of Staff PESSPA CPD needs • Based on outcomes of audit provide targeted support to meet identified need 	<p>See Evidence and Impact Statements above</p> <p>Evidence</p> <ul style="list-style-type: none"> • Sharing of COVID19 – PESSPA Safe-Practice guidance and requirements • On-going monitoring of practice taken place (COVID19 – PESSPA Safe-Practice Learning Walks) • Training arranged • Lesson Plans • Lesson Observation • Learning walks • Discussions with staff • Equipment / resources purchased <p>Impact on staff :</p> <ul style="list-style-type: none"> • Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons • This will support enhanced planning and delivery of PE lessons based on targeted needs of our children • Sustainability: new schemes of work in place and can be used year on year • Clear understanding of how to plan and deliver PE lessons that engage children in healthy, sustained, vigorous physical activity • More effective planning skills including clearer differentiation within lessons <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Children involved in more regular, healthy, sustained, vigorous physical activity in PE lessons • Improved quality in teaching, learning and assessment in PE for all children • Increased pupil progress in PE • Pupils developing enhanced Fundamental movement skills • Improved challenge and engagement for all pupils <p>Evidence</p>	
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			<ul style="list-style-type: none"> Staff audit complete and CPD provided <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Identification of strengths and areas of staff need with regards to training More effective subject leadership Subsequent CPD bespoke to meet identified needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children engaged in more effective, enhanced provision from upskilled staff Increased PESSPA opportunities provided by staff 	
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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 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:
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	<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 	Lunchtime Club Key Sports (Costs included in Indicator 1 above)	<p>Evidence</p> <ul style="list-style-type: none"> All Physical Activities taking place meet all COVID19 – Safe-Practice requirements Children engaging on a regular basis 30 Minutes a Day activity timetabled in for every class New equipment purchased and used – includes equipment for the PE Cupboard, Lunch-times and for Outdoor PE 	<ul style="list-style-type: none"> Identify and develop healthy, physical activity opportunities that meet any COVID19 safe-practice requirements and can be safely provided Continue to engage Key Sports Coaching and Mrs Squires to further extend

	every student to find strengths and interests.		See Evidence, Outcome and Impact statements in Indicator 1 above	healthy, physical activity, active learning opportunities that help to meet the 30 Minutes a Day requirements for every class
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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 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	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:
Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	<p>1. Engage with Local School Games Organiser and Participate in local Competitions</p> <ul style="list-style-type: none"> Engage with Local School Games organiser and local competitions ensuring that all national, Trust and local COVID guidance is adhered to If 'face-to-face' 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 <p>2. Inclusive competitive PE Curriculum Sports Competition Programme</p> <ul style="list-style-type: none"> Give all children more opportunities over the school year to experience competitive opportunities PE Lead to review curricular programme and identify competitive opportunities All COVID guidance to be followed Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all Ensure that all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the year Competitions must involve ALL children Develop new templates for scoring etc 		<p>Evidence</p> <ul style="list-style-type: none"> Competition Programme Summary Sheet Participation in inter school and local events 3 x Events: <ul style="list-style-type: none"> ✓ Rounders (Yrs 4/5) ✓ Football (Yrs 5/6) ✓ Dodgeball (Yrs 5/6) PE Units of Work developed to include competitive opportunities New Sports and physical activity competitive opportunities in place Participation Registers Resources to plan and deliver programme <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Sustainability – Teaching Staff able to deliver COVID19 – safe competitive sport / physical activity opportunities for their children in lessons <p>Leading to the following outcomes <u>accessible by all children.</u></p> <p>Increased pupil:</p> <ul style="list-style-type: none"> Understanding and experience of our whole school values for children to be part of caring community in which pupils learn respect, tolerance and kindness to one another Understanding and experience of our school aims for personal pride and independence whilst recognising the value and enjoyment of being part of a 	<ul style="list-style-type: none"> Continue to enter local and Trust competitions Sustainability: No need to engage external providers as able to plan and deliver further competitive opportunities from within the PE Curriculum ourselves We will continue to develop this programme so competitive opportunities become more inclusive are increased and available to all. Ensure CPD training is cascaded so competitive opportunities in lessons are available to all children Ensure COVID19 safe-practice guidance is followed Look at competition between classes and competitive opportunities within the class that could link to 30 minutes a day For example, further develop use of Pedometers to increase competitive opportunities against self and others

			<p>team</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 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 of sense of well-being and the feeling of achieving their best 	<ul style="list-style-type: none"> • Use of pedometers throughout KS1 and KS2 to improve participation in physical activity, to count the number of steps taken during exercise and take opportunities to promote the importance of a healthy lifestyle • Each Key Stage / Class will have a competition in Week 5 of each term based on number of steps achieved. • Classes and children can compete against self and others • Pedometer competitions to be linked to learning in Maths • Use resources to record number of competitions and which children have engaged in competitive opportunities outside of the PE Curriculum • Dependent upon COVID and appropriate access to local pool facilities we will provide Top-Up Swimming
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Budget Summary as of 26/5/22

Total Funds Allocated (including any underspend) - **£18680.00**

Total Spend Identified in Plan ('Yellow' figures) - **£14356.26**

Balance - **£4323.74**

Signed off by	
Head Teacher:	Nick File
Date:	20.7.2022
Subject Leader:	
Date:	
Governor:	Richard Isley
Date:	20.7.2022