

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



Additions by:



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	-	£8,264
2021/22 Premium	-	£17,790

Total Funding for 2021/22* **£26,054**

*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 2	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 2	End of Term 3	End of Term 5
	Yes	Yes	Yes

3. Budget: Underspend

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



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>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>	70%
<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>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	30%
<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?</p>	Yes/ No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.



Academic Year: 2021/22		Total fund (Including any Underspend): £15,190		Date Updated:10/12/21					
Key indicator 1: The engagement of <u>all</u> 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: 68%				
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:					
<p>Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities</p>		<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> <ul style="list-style-type: none"> A Focus on Outdoor Opportunities 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. Work with Martin Smith from GAT to develop OAA opportunities (See Indicator 3 below) Engage 'Coaches' to extend physical activity opportunities Provide additional healthy, physical activity opportunities (Healthy Lifestyles, Archery, Yoga, Street Dance- Lisa Jay - Term 1-6, Rec-Year 2 x2) MOT Fitness included in indicator 3 JB Sport Coaching to provide active 		<p>Funding allocated: Red = Underspend</p> <p>Part of the £2,400 GAT support package (see section 3)</p> <p>Yoga - £2768</p> <p>Street Dance - £1330</p>		<p>Evidence</p> <ul style="list-style-type: none"> Outdoor learning and classroom programmes in place and children engaging on a regular basis All programmes in place and children engaging on a regular basis Martin Smith engaged and programme in place Extended Extra-Curricular Sport and Physical Activity Programme Participation Registers PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys focusing on mental health and well-being Lunchtime slips 30 minutes a Day audit complete and baseline of provision established 30 minute a day tracker from Allison Consultancy PE Co-ordinator shared simple strategies with staff across the school 		<p>Sustainability and suggested next steps:</p> <p>Support received by Martin Smith to support outdoor learning delivery.</p> <p>Continue to use school map next year to support the teaching of OAA</p>	

	<p>Playground Training to promote new activity opportunities at play times and lunchtimes.</p> <p>Support to include:</p> <ul style="list-style-type: none"> • Training for Young Leaders (Year 4/5) • Training for Lunch-time Supervisors • Support for the PE Co-ordinator • Extra Midday Supervisor with responsibility to run Young Leaders and structure lunchtime games and activities across the year <p>Develop our 30 minutes a day provision with a key focus on the benefits of healthy physical activity on mental health and well-being</p> <ul style="list-style-type: none"> • We will have a whole-school focus on using the outdoor environment to support the achievement of 30 minutes a day for our children • Identify health and mental well-being benefits • Also identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class • Continue to track and monitor on a termly basis 30 Minutes a Day activity and extend opportunities across academy • Use 30 Minutes a Day Tracking Tool from Allison Consultancy to evidence progress • Target and support any children not achieving 30 Minutes • Establish 30 Minutes a Day baseline • Re-visit in Easter and Summer Terms to identify progress made and any further gaps in provision • Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class • Staff to use new resources from Allison Consultancy to identify which children are and are not engaging – this will support existing registers and provide additional data • PE Lead to co-ordinate data from across the academy 	<p>£7947.54</p> <p>(Internal budget + some from ResourceSec tion 4 below)</p>	<p>to engage children in 30 minutes per day of physical activity</p> <ul style="list-style-type: none"> • Equipment purchased and used <p>Impact / Outcomes for Staff and Children:</p> <ul style="list-style-type: none"> • Children enjoying learning and physical activity in the outdoor environment • Children understanding the benefits of physical activity in the outdoor environment • Fitness levels for all, but with a particular focus on the less active children, will increase. • All classes regularly use '5 a day' in class to promote healthy, physical activity. Children are able to discuss ways this supports a healthier lifestyle • The 30 minutes a day will mean children get a 'change in cognitive activity and their focus and concentration will increase during lesson times. • Increased opportunities for healthy activity available • Increased engagement in exercise • Increased understanding of the benefits of exercise for health • Improvement in sense of mental health and well-being • Greater understanding of the national requirements for 30 Minutes a Day • Greater understanding of opportunities for engaging children in physical activity • Staff using sustainable strategies to engage children in healthy, physical activity on a daily basis • Increased participation by children who normally don't engage with sporting / physical activity opportunities • Increased number of children participating in school clubs • Children are accessing structured, healthy physical activity at lunchtimes. 	<p>Support in place to support LSA/MDSA staff to provide a range of extra curricular activities for children during lunchtimes.</p> <p>30 Minutes a Day 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 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 to help meet 30 Minutes a Day requirements for every class</p>
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	<ul style="list-style-type: none"> • Whole academy to continue with the '5 a day' scheme • This involves a range of short activities lasting 5 minutes which improve health and fitness • Make use of Super Movers • Go Noodle • Cosmic Yoga • 5 a Day <p>Purchase Equipment</p> <ul style="list-style-type: none"> • Purchase additional PE and Sports equipment to allow increased physical activity opportunities for active play times and PE • Equipment to support enrichment clubs. <p>Teach Active</p> <ul style="list-style-type: none"> • PE Lead to look at teach Active resource • Schools access lesson plans and resources designed to deliver Maths and English curriculum through physical active learning. • See more details in Indicator 2 below. <p>'5 a Day' Scheme</p> <ul style="list-style-type: none"> • PE leader to continue to monitor the use of '5 a Day' scheme which involves a range of short activities lasting 5 minutes which improve health and fitness in a dance style format. • Evidence – Data is recorded centrally by GAT 	<p>£383.46</p> <p>Through GAT package of support – see below</p>	<ul style="list-style-type: none"> • Continued reduction in incident slips being submitted for poor behaviour / accidents at lunchtime as a result of the outdoor active learning programme <p>Evidence</p> <ul style="list-style-type: none"> • Equipment purchased and used <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> • Enhanced learning opportunities during active play and PE lessons • Increased safety with regards to COVID19 <p>See Evidence and Impact Statements in Section 3 below but would include:</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. • Key Strategic Actions Identified which will have the greatest, most sustainable outcomes for our children. • 30 minute strategies in place 	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
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?:
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>1. Strategic Approach with focus on well-being</p> <ul style="list-style-type: none"> PE Lead to link Actions contained in the Action Plan to the implementation and delivery of the new, wholeschool Relationships and Sex Education (RSE) 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 Deliver staff training Ensure PE and Sport Premium Plans are embedded within and inform the Whole-School SIP <p>2. '5 a Day' Scheme</p>		Part of GAT Membership below	<p>Evidence</p> <ul style="list-style-type: none"> Cross reference made to new RSE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with RSE COVID Safe Competition opportunities developed Competition calendar New Competition Programme in place (within-school, JB's, local schools and GAT) Increased Inter-House competition opportunities Celebration assemblies – focus on sport Participation Registers Discussions with staff and children In-school training taken place Discussions with staff and children Resource packs OAA / Orienteering resources implemented <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 how to engage children in cross-curricular learning through OAA / Orienteering
				Sustainability and suggested next steps:
				Ensure 2022-23 plans continue to support and drive forward the achievement of whole-school priorities
				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
				Continue with the '5 a Day' Scheme next year
				Purchase new resources to support the further development and delivery of our 30 Minutes a Day programme
				RSE fully delivered and will continue with same approach in academic year 22-23

	<ul style="list-style-type: none"> • PE leader to continue to monitor the use of the '5 a day' scheme which involves a range of short activities lasting 5 minutes which improve health and fitness in a dance style format <p>Outdoor & Adventurous Activity (OAA)</p> <ul style="list-style-type: none"> • Whole School Outdoor Adventurous Activities. Activities to include climbing and other team building exercises. • Engage support from GAT via the outdoor learning advisor to visit and map the school. • We have purchased an Orienteering pack and received an OAA pack from YST • Martin Smith from GAT to provide support with orienteering – links to Maths and Geography <p>30 Minutes a Day (Teach Active)</p> <ul style="list-style-type: none"> • Specific planning and guidance to develop our school 30 min offer to all pupils – link to learning in other subjects • 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 . 	<p>£1,170 for 1 Year License</p>	<ul style="list-style-type: none"> • Enhanced confidence • 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"> • Enhanced learning and progress in subjects across the curriculum including Maths and Geography • Development of positive learning behaviours such as resilience, self-regulation, self-confidence, self-esteem. • Wellbeing, acknowledgement of own emotions and behaviours. • Engagement in lessons as a result of 30 minute a day activities • 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 • Sense of health and well-being improved • Experience of gaining awards and certificates and the feelings of achievement • Increased engagement in teamwork and exercise • Improved concentration in lessons • Increased sense of belonging and engagement in whole school life • Development of the whole- child (personal and social skills) • Reduced behavioural problems • Increased confidence 	
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	<p>PHSE- Adventures with JB</p> <ul style="list-style-type: none"> • PSHE link with PE to develop understanding of a healthy lifestyle • Liaise with JB Sport Coaching to look at how physical activity can help support achievement of goals within their programme • Link to development of communication and language skills <p>Participate in an increased range of competitive opportunities</p> <ul style="list-style-type: none"> • See Actions below in Section 5 	<p>£720</p>	<ul style="list-style-type: none"> • Improved concentration in lessons • Experience of gaining awards and certificates and the feelings of achievement • Sense of belonging • Ability to transfer skills to support learning across the school <p>Evidence</p> <ul style="list-style-type: none"> • Staff meeting with staff. • Planning discussions. • Learning Walk Information • Updates from PE Lead • Panathlon Competitions for SEND Pupils <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Staff have increased awareness and understanding of the positive impact that the OLE will have for the children • Increased confidence, knowledge and skills to deliver high quality learning activities to meet children's needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Enhanced sense of health and well-being • Engagement in enjoyable, fun, healthy, outdoor physical activity • Improved activity levels and engagement in physical activity with resultant health benefits • Children learn about the benefits of physical exercise and time outdoors and on mental wellbeing and happiness • Physical health and mental wellbeing are interlinked, and children will learn that good physical health contributes to good mental wellbeing, and vice versa • The benefits to children of playing outside bring a host of social, emotional and physical rewards • As well as improving children's 	<p>Continuation of links made with local schools and Panathlon for competitive sport next year.</p> <p>Continue to extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all.</p> <p>Ensure CPD training is cascaded so competitive opportunities in lessons are available to all children</p> <p>Ensure individuals and teams are celebrated within assemblies for children who have:</p> <p>taken part in competitions</p> <p>Staff should acknowledge their success within lessons and class/bubble competitions e.g. for:</p> <ul style="list-style-type: none"> • team work • leadership • fair play • improved confidence • physical ability • learning a new skill • showing resilience • showing focus • encouragement of others
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			<p>mental health and wellbeing, teachers have reported many other benefits of outdoor learning. Children that spend more time outside during the day have shown improved concentration, increased productivity, better behaviour and more positive relationships amongst their peer group.</p> <ul style="list-style-type: none"> DfE have also identified that a whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment. 	Staff to continue to use registers to target any pupils with non-participation/ engagement
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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?:	Sustainability and suggested next steps:
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 the Department for Education Guidance 		<p>Evidence</p> <ul style="list-style-type: none"> 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, 	

	<ul style="list-style-type: none"> • Ensure all Trust and local guidance followed <p>2. GAT Membership 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"> • Networking opportunities and sharing of resources, has proved valuable, over the difficult time of Covid19. These meetings may be done remotely moving forward but will still be attended and allow good practice to be shared. • Updates and guidance on latest national and Trust requirements with regards to COVID19 PESSPA Safe-Practice • This includes information from DfE, Youth Sport Trust (Membership), 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 and delivery for PE 	<p>£2,400</p>	<p>enhanced provision from upskilled staff</p> <ul style="list-style-type: none"> • Increased PESSPA opportunities provided by staff <p>Evidence</p> <ul style="list-style-type: none"> • Membership purchased • Central Development Days attended • Bespoke In-school and remote support 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 • Costed, 2021/22 PE and Sport Premium Plan in place using new national template • All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete • Templates on website and web-compliant • All classes using New PE MAPs tracker • Enhanced pupil progress and attainment data for PE in place • PE Learning Walk Sheets • PE assessment data • 30 minutes a day data • PE Curriculum Journey Intent statement • PE Curriculum Journey Booklet • New PE Curriculum Map • Power of PE Schemes of work being used <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Staff aware of and following latest COVID19 – PESSPA Safe-Practice • Enhanced PE subject leadership • Increased awareness of the national PE 	<p>Forge links with local GAT schools for friendly competition and sharing of practice.</p> <p>Continue to arrange after school events with local schools e.g. football, netball and rounders.</p>
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- 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)

2 x In-school, bespoke days of support + 1 additional day of support

(Dates: 18/11/21, 8/12/21, 1/3/22)

Support includes in-school provision, one to one support for the Principal / PE Lead, whole-staff training, and remote write-ups. Support covers the following:

- Review and development of PE Curriculum Map
- PE Curriculum Journey Intent Statement
- Linking PE Curriculum Intent Statement to whole-school curriculum intent
- Development of PE Curriculum Journey Booklet
- Resource for PE Learning Walks
- Review of 2020/21 PE & Sport Premium Plan and development of 2021/22 Plan
- 30 Minutes-a-Day – eTracker
- Daily Mile
- Assessment in PE
- Website Compliancy Review
- Preparation for Ofsted PE Deep Dive
- Resources/Evidence for Deep Dive

3. Academy Staff Internal CPD Programme

- PE coordinator to conduct a staff PE audit of training needs.

£1000

- & Sport Premium Web Reporting and Action Plan Template
- 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
- PE Lead supported to identify key strengths in the planning and delivery of PE across the school and key areas for improvement
- PE lead has greater knowledge and understanding and enhanced capacity to support staff across the school
- PE Lead upskilled and ready to support implementation of PE assessment system and 30 minutes a day eTracker
- Staff across the school supported to self-review and develop own practice
- Staff across the school planning and delivering higher quality PE lessons
- A consistency in approach by all staff
- Improved confidence in teaching good and outstanding PE lessons
- Increased confidence in making and recording assessments in PE
- This will support enhanced planning and delivery of PE lessons based on targeted needs of our children
- Sustainability: Assessment resource in place and can be used year on year
- School can track and monitor children's progress and attainment against national age-related expectations and target intervention and support for staff and children where required
- Improved assessment and monitoring and tracking of assessments in PE
- Staff upskilled to develop OAA activities with their children

Impact / Outcomes for children:

- 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 involved in more regular, healthy, sustained, vigorous physical activity in PE lessons
- Enhanced quality of teaching, learning and assessment for children in PE

	<ul style="list-style-type: none"> All staff to ensure their Class Assessment Pack is utilised and up to date PE coordinator to carry out learning walks to assess impact of training/quality of PE provision. Staff to take ownership of P.E sessions with the support of PE Coordinator and JB coach. PE coordinator to disseminate key information and training to teaching staff throughout the school. Staff to use new Power of PE Schemes of Work – these have been identified on the new PE Curriculum Map <p>4. Engage Martin Smith to work alongside and provide the following in-school support for staff across the whole academy</p> <ul style="list-style-type: none"> 1 x Day as part of GAT Membership Provide support for orienteering / OAA Martin Smith to work with PE Lead and provide staff twilight <p>5. Embed new PE Scheme across the school</p> <ul style="list-style-type: none"> Introduce Power of PE scheme of work across the academy Staff will be supported in the use of the new PE scheme and knowledge organisers. To ensure that skills are taught progressively across keystages. To increase confidence of teaching staff to deliver gymnastics and dance To assess the fitness and improved fitness level of pupils <p>6. JB Sports Coaches Programme of Support</p>	<p>Part of GAT Membership</p> <p>£125</p> <p>£12500</p>	<ul style="list-style-type: none"> Improved challenge and engagement for all pupils Enhanced pupil understanding of and learning across all four areas of National Curriculum PE Children develop each aspect of PE, not just the 'Physical' Enhanced tracking and monitoring of pupil progress and attainment leading to more targeted lessons based on pupil need Greater pupil progress and attainment in PE against national, age-related expectations Increased pupil progress in PE Enhanced quality of learning Improved challenge and engagement across all pupils Extended OAA activity opportunities <p>Evidence</p> <ul style="list-style-type: none"> Purchased scheme implemented Planning checks Discussions with staff PE Learning walk information Support session led by Martin Smith for Staff Staff training sessions Curriculum planning sessions <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Staff have greater understanding of this more progressive and effectively sequenced PE Curriculum Journey Enhanced planning Enhanced quality of teaching and learning Improved confidence in teaching good and outstanding PE lessons 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>	<p>Continue to use programme of study for progression and planning.</p> <p>Ensure allocated planning sessions for CT's are used to develop a sequence of learning for PE.</p>
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	<ul style="list-style-type: none"> • JB External Sports Coaches to be employed to teach PE lessons alongside teachers to offer CPD opportunities. 		<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 	
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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 • 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 		<p>Evidence</p> <ul style="list-style-type: none"> • All Physical Activities taking place meet all COVID19 – Safe-Practice requirements • Widened range of healthy activity opportunities • Extended Extra-Curricular Sport and Physical Activity Programme • Participation Registers • Increased number of children participating in school clubs • PE, School Sport and Physical Activity (PESSPA) noticeboard updated • Pupil voice surveys <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 	<p>The academy will 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</p> <p>Engage pupil voice in suggestions for extra-curricular physical activity.</p>

	<p>due to COVID19</p> <p>(See Details in Section 1 above)</p> <ul style="list-style-type: none"> Engage in Walk to School week <p>2. Allison Consultancy to provide Active Playground Training to promote new activity opportunities at lunch-times 2 x Days - Support to include:</p> <ul style="list-style-type: none"> Observation of existing practice at lunchtimes Training for Year 4 Young Leaders Identification of games to use on the playground using new markings Training for Lunch-time staff Training for Active Playground Co-ordinator – preparation for launch of new programme Development of storage and equipment to resource the Active Playground programme <p>3. Non Engagement – Pupil Voice</p> <ul style="list-style-type: none"> Target children not engaging Increase opportunities for children to express Pupil Voice regarding PE lessons and Sport/Clubs. Use feedback to tackle non-participation and any current non-enjoyment issues / barriers to participation. <p>4 . Engage JB Coaches to extend physical activity opportunities at lunchtime</p> <ul style="list-style-type: none"> Provide additional healthy, physical activity opportunities outside of curriculum time. Provide a range of sports clubs to support enrichment (lunchtime and after school) . 	<p>Ongoing</p>	<p>available</p> <ul style="list-style-type: none"> 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 <p>Evidence:</p> <ul style="list-style-type: none"> Pupil voice questionnaires completed Pupil responses collated <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Feedback used to tackle non-participation and any current non-enjoyment issues. Clubs introduced catered around those who would not usually participate. <p>See Evidence and Impact in Section 1</p>	<p>Support in place to support LSA/MDSA staff to provide a range of extra curricular activities for children during lunchtimes.</p> <p>Engage pupil voice in suggestions for extra-curricular physical activity.</p>
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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. Participate in an increased range of competitive opportunities outside of the PE Curriculum</p> <ul style="list-style-type: none"> Review extra-curricular programme and identify competitive opportunities in school and between schools Access to GAT competitions and festivals which include: Football, dance and athletics. Access to local competitions and festivals. Includes fixtures with Ingoldmells, Chapel and Willoughby Develop programme to include non-traditional activities. Supply cover for staff to attend competitions <p>2. Inclusive competitive PE Curriculum Sports Competitions Programme</p> <ul style="list-style-type: none"> All latest national, Trust and academy COVID Competition guidance to be followed. Give all children more opportunities over the school year to experience competitive opportunities. PE Lead to review curriculum programme and identify competitive opportunities. Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive and 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. PE Lead to plan this alongside CT's so it becomes sustainable and they can continue in subsequent years. Develop all resources so they can deliver again, 	(Part of GAT costs see Indicator 3)	<p>Evidence</p> <ul style="list-style-type: none"> Competition Programme Summary Sheet Participation Registers Competition programme updated and extended New, additional competitive opportunities now in place PE Units of Work developed to include competitive opportunities Pupil voice Medals and certificates awarded Participation Registers Award Register Resources to plan and deliver programme JBs coaches engaged <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"> Experience of competition against self and others Experience and understanding of rules and scoring systems Experience and understanding of how to 	

	<p>including team sheets / score sheets / competition rules.</p> <p>3. Liaise with JB Sport Coaching to ensure pupils have access to high quality sports competitions and festivals.</p> <ul style="list-style-type: none"> • JB's to provide a possible framework to be used to encourage competition against other schools. • 6 x Competitions <p>4. Celebrate Participation and Achievement</p> <ul style="list-style-type: none"> • Ensure individuals and teams are celebrated within assemblies for children who have taken part in competitions • Staff should acknowledge their success in competition within lessons e.g. for: <ul style="list-style-type: none"> ✓ team work and leadership ✓ fair play ✓ improved confidence ✓ physical ability ✓ learning a new skill ✓ showing resilience and increased focus ✓ encouragement of others 		<p>work as a team and how to handle winning and losing and the importance of good sportsmanship</p> <ul style="list-style-type: none"> • 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 • Achievements recognised and celebrated • Experience of gaining awards and certificates and the feelings of achievement • Sense of belonging <p>See Evidence and Impact above</p>	
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Budget Summary as of 25/07/22

Total Funds Allocated

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£26,054

Total Spend Identified in Plan ('Yellow' figures) - **£26,054**

Balance - **£0**

Signed off by	
Head Teacher:	L Wright
Date:	27.7.22
Subject Leader:	L Wright
Date:	27.7.22
Governor:	
Date:	