

Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

The DfE Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to schools to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the funding 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

Schools need to ensure **impact** against the following 5 Key Indicators:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and Sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2021**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

***In the case of any under-spend from 2019/2020 which has been carried over this must be used and published by 31st July 2021**

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming
- fund capital expenditure

If any funding from the academic year 2019/2020 has been carried over you **MUST** complete the following section. Any carried over funding **MUST** be spent by 31st July 2021

| Academic Year: £16,510 September 2020 – July 2021 | Total Fund Carried over -£3636 overspend | Date updated | | |
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| What key indicator(s) are you going to focus on? | | | | Total carry over funding £ |
| Intent | Implementation | Allocated funds | Impact | Sustainability |
| Your school focus should be clear how you want to impact on your pupils | Make sure your actions to achieve are linked to your intentions | Carry over funding allocated | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PESSPA have made to pupils re-engagement with school. What has changed? | Sustainability and suggested next steps and how does this link with the key indicators on which you are focusing this academic year? |

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| Academic Year: | 2020-2021 |
| Total Funding Allocation: | £16,510 |
| Actual Funding Spent: | £9636.60 |

PE and Sport Premium Action Plan

| Indicator 1: The engagement of <u>all</u> pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school | | | Percentage of total allocation: |
|--|--|---------------------------------------|--|
| Intent | Implementation | Allocated funding | Anticipated outcomes |
| 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 | | What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? |
| Bikeability - To ensure all KS2 children have the opportunity to learn how to safely ride their bike. | Ensuring we access and use the qualified Bike-ability instructor to deliver Level 1 road safety training for a select number of pupils. Ensuring that training maximises the pupils taking part whilst catering for their individual needs including those with SEN. | N/A (accessed through SSP funding) | Provide road safety awareness training and encourages young people to cycle to and outside of school. Bike-ability supports the ethos, environment and culture of a healthy school and can contribute to:- attainment, PHSE, citizenship & British values, emotional health & wellbeing, school sport, physical activity & physical literacy, SMSC, cross-curricular opportunities. |
| To encourage and teach children how to be mentally healthy and provide them with a range of opportunities to try new sports and activities as well as | Contact a range of sports clubs, personalities and organisations to attend school during 'Healthy Lifestyles Week' and run taster sessions for the children. Many will be free but some may require funding. | £500 | Children will have the opportunity to try new and enjoyable sports and activities. |

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| teaching them the benefits of a healthy lifestyle and diet. | | | Links will be made with local clubs and organisations, creating pathways for the children to follow. Children will learn about the benefit of a healthy lifestyle. (pupil survey) Staff skills will be up levelled through watching and participating in sessions lead by specialist coaches. |
| School playground equipment | Timetable created so children all classes can use it Sports equipment on the playgrounds. Both playgrounds are provided with play equipment to be used at lunch times. This gives the children chance to use equipment that requires coordination, different skill sets and sometimes team work. | £500 | Whole school impact on pupils' activity levels and behaviour through more focused physical activity and structured play times. |
| Daily Morning/ activities | Year 3 and 4 start every morning with a 5 minute run. (weather dependant) Children start each PE lesson with a minimum 4 minute run. Year 1 and 2 will also do a run in the afternoon play Foundation to do yoga activities in their classroom at the end of the day for 10 minutes. | | Running ability, increases fitness and stamina, challenge and determination. Wakes the children up and gets them ready to learn. Yoga helps the children build muscle and increase flexibility as well as reducing stress and anxiety levels. It will help them develop concentration and focus and make a mind-body connection. |
| BBC times table dance resource Classes are using the 5 min videos as maths starters | Actively revising times tables. £0 These are enjoyable videos and have been particularly good for KS2 with year 4 National Times Table Assessments being proposed. To continue making use of resource next academic year | BBC times table dance resource Classes are using the 5 min videos as maths starters | Actively revising times tables. £0 These are enjoyable videos and have been particularly good for KS2 with year 4 National Times Table Assessments being proposed. To continue making use of resource next academic year |
| Paint markings on playground to encourage imaginative play. | Give the children a path to follow on the playground with different kinds of travelling, jumping, hopping etc as well as the road being used with the toy vehicles. | £1500- £2000 | The children will use the road markings when they are playing in the cars, when the children are just playing in the playground as well as the children using it when they run in the day. |
| Coaching | Utilise sports coaching provided by Premier Sports and Premier Dance at school specifically in Gymnastics with a local qualified coach that will | £2500 | This supports each school to; <ul style="list-style-type: none"> - Provide high quality PE and or enrichment sessions by |

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| <p>Specific dancing coaching and staff support X 1</p> <p>X1 half term coaching blocks</p> <p>Weekly PE CPD with Luton Sign posting to local qualified coaches and clubs</p> <p>Weekly PE and literacy and Numeracy Intervention for the Low Ability Learners Shall we put this here or further down?</p> | <p>inspire pupils and staff in teaching gymnastics. This will help embed high quality PE and make sustainable for the future.</p> <p>Utilise other programmes of coaching provided ad-hoc during the academic year on request.</p> <p>Utilise contacts of SSP to sign posted coaching can be guided by your schools specific needs but we would encourage using coaches to support curriculum delivery, support can</p> | | <p>having well qualified local coaches in your school.</p> <ul style="list-style-type: none"> - Complement your existing delivery and can be used to expand your existing offer or used to support teacher development. - Enable the most able to attain high standards of performance. - Supports club/school links. - Raise pupil expectations of what more able pupils are capable of achieving and provide them with challenging, competitive activities that lead to high standards of performance. - Improve pupils' fitness by keeping them physically active...engaging them in regular, high-intensity vigorous activity for sustained periods of time. - Utilise expert coaches to work alongside teachers to coach more able students and school teams, holding them to account for the success achieved by students. |
| <p>Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement</p> | | | <p>Percentage of total allocation:</p> |
| <p>Intent</p> | <p>Implementation</p> | <p>Allocated funding</p> | <p>Anticipated outcomes</p> |
| <p>Your school focus should be clear what you want the pupils to know and be able to do</p> | <p>Make sure your actions to achieve are linked to your intentions</p> | | <p>What do you expect pupils to now know and expect them to now do?</p> |

| and about what they need to learn and to consolidate through practice | | | What do you anticipate the changes to be? |
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| <p>Young Leaders Programme</p> | <p>Utilising SSP to train year pupils to become Sports Leaders. This will equip young people to lead structured sport, deliver sporting competitions to KS1 & 2 with the aim of embedding and expanding the programme within school. Staff encouraged to utilise pupils in School Council meetings and through the Silver Ambassador programme. Pupils utilised at large Partnership festivals including training. Sports Ambassador programme to raise the profile of PE and sport in school.</p> <p>Continue with current leadership program and rewards.</p> | <p>Part of Sports Package cost of coach paid from curriculum</p> | <p>This supports SSP in delivery of program where</p> <ul style="list-style-type: none"> - Pupils work with and lead small groups in a range of physical activities/sports. - Pupils deliver competition for KS1 & 2 and can be utilised in other areas of leadership within the school. - This initiative provides a resource for sports leaders/Young Ambassadors to lead/support in your school. Leadership enhances pupil's personal development and well-being. - Ambassadors deliver specific training session to all feeder lower school leaders which build partnerships with feeder schools and allow the students to mentor and act as role models. |
| <p>Children have brought in outside sports awards and certificates, and also received certificates and recognition for school based activities.</p> | <p>There has been weekly recognition of achievements in assemblies and on the newsletter, FB page and website. There are photos and reports on the Sports Board</p> | <p>NA</p> | <p>Children are proud of their achievements and a wide range of sports and activities have been celebrated. This has given children the motivation to succeed in sports as they want to come up and show their certificates, badges, medals and trophies</p> <p>Continue to celebrate these achievements on a weekly basis. Consider adding an outside of school</p> |

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| | | | celebration box to the weekly newsletter. |
| Sainsbury's School Games Mark Development | Successfully complete the Sainsbury's School Games Mark utilising advice and assistance with application completion from SSP and development planning. Enabling measurement of the school against other schools provision. Nationally recognised award. | N/A | <ul style="list-style-type: none"> - Provides your school with a method of measuring performance against a nationally created standard. - Embed competitive sport firmly in the school culture and ethos and make it a central part of school life, involving staff, parents, students and governors, and taking every opportunity to celebrate and reward success. |
| Ensure we use the speed stacking cups to be used to develop pupils hand eye co-ordination skills and also social skills in a fun and competitive environment | Identify club and staff from school that could run the session and purchase and promote club 10-15 mins at lunchtime during spring term | Sets already in school | Increase basic motor skills of pupils taking part a fun indoor activity that could assist with building social skills and increase confidence in physical ability. Impact on other lesson in school. |
| Purchase hoodies to wear on sporting and school events ensuring all the children are wearing the same smart outfit. Shall we attempt this this year? | Investigate prices and possibility of local parent/business proving help with funding. | We will investigate prices | Pupils look smarter at fixtures raising the profile of both sports and the Chalton PE department. Parent and pupils feedback. |
| Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport | | | Percentage of total allocation: |
| Intent | Implementation | Allocated funding | Anticipated outcomes |
| 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 | | What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? |
| Increase knowledge of PE in primary and accountability of PE through attendance at CPD courses.(See coaching SSP) | F Mudd to attend PE and primary sport funding course | Supply cover £200 | Ensure the value for money is achieved for sports premium funding and identify any possible other ways to utilise moneys. Keep up to date with current policy and developments in primary PE. |

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| CPD course for PE staff and supporting staff in dance and gymnastics | Booked with Premier Sport September is it still them we want to use? | Sports Package | Raise the standards, confidence and provision of PE and school sports delivered to our pupils. |
| Indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | Percentage of total allocation: |
| Intent | Implementation | Allocated funding | Anticipated outcomes |
| 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 | | What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? |
| Have a Rugby Coach for KS2 | Children will be confident to compete at the Tag rugby competition and will understand the basic rules of the game . Feedback in assembly and notice board | | We will continue to use a rugby coach and will pot details of the rugby club for anyone keen to join in. |
| Increase participation of girls to extracurricular clubs by employing dance teacher for half a term. Have a coach come in to teach football skills to the girls – | Use the coach to do an after school session where she/ he has a keen interest in dance and put on a dance show to perform to parents at the end of the half term. Have someone come in to teach the girls football because they are the children not engaging in enough sport out of school. | 6 weeks dance + £750 for after school. | High attendance monitored through registers to club, potentially making it a longer term club. The girls will improve their skills and confidence and therefore may then engage with the football at lunchtime at school or join a club. |
| Tennis Lessons with Barton Tennis Coach | Tennis coaches to work with each class for a term in the Summer. Post information about the tennis club and their holiday clubs for our children to go and experience | To be advised | Children and staff will develop their tennis skills and knowledge. Children will have the opportunity to visit the tennis club |
| Indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: |
| Intent | Implementation | Allocated funding | Anticipated outcomes |
| 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 | | What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? |
| Utilise the SSP Competitions School Games | Ensure that school supports the Competition / festival Festivals focussing on the transition from Lower to Middle school will be delivered. Allowing | £2500 | This supports and allows pupils; - the opportunity to explore leadership, competition and |

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| <p>KS1 and KS2 Competition at a different site</p> <p>SEN competitions and specific SEN sport delivery on site</p> <p>Assembly presentations for winning teams OR any team as requested</p> | <p>for sessions for SEN competitions targeting pupils to compete and develop into county structure. Reward and recognition of success through school website newsletter etc.</p> | | <p>helps to pupils develop lifelong skills through sport.</p> <ul style="list-style-type: none"> - to have opportunities to participate and compete in school sport to enable the most able to attain high standards of performance. - A better understanding from pupils and parents on the role competitive sport plays in building the whole person, enriching the student experience and improving the school ethos. - Ensure that there is a well-structured and supported competitive sports programme that provides opportunities for all students to participate in competitive sport and stretches the most able. - Develop the partnerships needed to build sporting pathways – from lower school to middle and upper school and with the local and professional sports clubs. - Embed competitive sport firmly in the school culture and ethos and make it a central part of school life, involving staff, parents, students and governors, and taking every opportunity to celebrate and reward success. |
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| Sports Day | All children participate in sports day, a range of activities for them to complete. 1 st , 2 nd and 3 rd place receive stickers | £50 | - Encourages children to be competitive and do their best. A chance for children to praise others and show good sportsmanship. |
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PE and Sport Premium Impact Review

| Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school | | | | Percentage of total allocation: |
|---|--|------------------------------------|---|--|
| | | | | 1.5% |
| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |
| 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 | | What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment | |
| | | | WIDER IMPACT AS A RESULT OF ABOVE | |
| Bikeability - To ensure all KS2 children have the opportunity to learn how to safely ride their bike. | Ensuring we access and use the qualified Bike-ability instructor to deliver Level 1 road safety training for a select number of pupils. Ensuring that training maximises the pupils taking part whilst catering for their individual needs including those with SEN. | N/A (accessed through SSP funding) | Provide road safety awareness training and encourages young people to cycle to and outside of school. Bike-ability supports the ethos, environment and culture of a healthy school and can contribute to:- attainment, PHSE, citizenship & British values, emotional health & wellbeing, school sport, physical activity & physical literacy, SMSC, cross-curricular opportunities. | 13 pupils took part in this and we will offer again next year. It was a mixture of year 3 and 4 who took part. |
| To encourage and teach children how to be mentally healthy and provide them with a range of opportunities to try new sports and activities as well as teaching them the benefits of a healthy lifestyle and diet. | Contact a range of sports clubs, personalities and organisations to attend school during 'Healthy Lifestyles Week' and run taster sessions for the children. Many will be free but some may require funding. | £500? | We didn't manage this due to Corona Virus | We will complete next year |

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| School playground equipment | Timetable created so children all classes can use it Sports equipment on the playgrounds. Both playgrounds are provided with play equipment to be used at lunch times. This gives the children a chance to use equipment that requires coordination, different skill sets and sometimes team work. | £250 new tennis net | Whole school - impacts pupils' activity levels and behaviour through more focused physical activity and structured play times. | All children had the opportunity to use the play equipment and we will use the timetable to start the Autumn term again. |
| Daily Morning/ activities | Year 3 and 4 start every morning with a 5 minute run. (weather dependant) Children start each PE lesson with a minimum 4 minute run. Year 1 and 2 will also do a run in the afternoon play Foundation to do yoga activities in their classroom at the end of the day for 10 minutes. | | Running ability, increases fitness and stamina, challenge and determination. Wakes the children up and gets them ready to learn. Yoga helps the children build muscle and increase flexibility as well as reducing stress and anxiety levels. It will help them develop concentration and focus and make a mind-body connection. | KS1 did not regularly achieve daily run but always started PE with this- KS2 did and enjoyed it; they have some good runners because of it. We have decided to add in a termly mile run which we will time and track progress. All children took part this summer term and the year 3 and 4 ran with the younger children [as an additional run] to encourage them. |
| Establish exercise areas on the playground to encourage engage children in physical activity during play time sessions | Establish areas on the playground to engage pupils in physical activity. Play leaders to lead sessions with other children. Log results and challenge others to beat. | £1500-£2000 | The children will use these areas to improve their fitness and engage in physical activity. | Didn't happen due to Corona Virus as we did not have visitors or trades people on site – we will do this year. |
| Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 12% |
| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |
| Your school focus should be clear what you want the pupils to know and be able to do and | Make sure your actions to achieve are linked to your intentions | | What do pupils now know and what can they now do? What has changed? | |

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| about what they need to learn and to consolidate through practice | | | <u>Provide evidence on impact on participation and attainment</u> | |
| | | | WIDER IMPACT AS A RESULT OF ABOVE | |
| Young Leaders Programme | <p>Utilising SSP to train year pupils to become Sports Leaders. This will equip young people to lead structured sport, deliver sporting competitions to KS1 & 2 with the aim of embedding and expanding the programme within school. Staff encouraged to utilise pupils in School Council meetings and through the Silver Ambassador programme. Pupils utilised at large Partnership festivals including training. Sports Ambassador programme to raise the profile of PE and sport in school.</p> <p>Continue with the current leadership program and rewards.</p> | Part of Sports Package cost of coach paid from curriculum | <p>This supports SSP in delivery of program where</p> <ul style="list-style-type: none"> - Pupils work with and lead small groups in a range of physical activities/sports. - Pupils deliver competition for KS1 & 2 and can be utilised in other areas of leadership within the school. - This initiative provides a resource for sports leaders/Young Ambassadors to lead/support in your school. Leadership enhances pupil's personal development and well-being. - Ambassadors deliver specific training session to all feeder lower school leaders which build partnerships with feeder schools and allow the students to mentor and act as role models. | <p>Wasn't successfully completed in the normal manner although we completed part ourselves in school.</p> <p>All the year 3 and 4 children had the opportunity to lead groups of children in sporting activities over the year. They devised activities for the other children to complete in targeted afternoons.</p> |
| Sainsbury's School Games Mark Development | Successfully completed the Sainsbury's School Games Mark utilising advice and assistance with application completion from SSP and development planning. Enabling measurement of the school against other schools' provision. Nationally recognised award. | N/A | <ul style="list-style-type: none"> - Provides your school with a method of measuring performance against a nationally created standard. - Embed competitive sport firmly in the school culture and ethos and make it a central part of school life, involving staff, parents, students and governors, and taking every | We were not asked to complete information on this as no activities took place, but we maintain our Gold Standard. |

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| | | | opportunity to celebrate and reward success. | |
| Ensure we use the speed stacking cups to be used to develop pupils hand eye coordination skills and also social skills in a fun and competitive environment | Identify club and staff from school that could run the session and purchase and promote club 10-15 mins at lunchtime during spring term | Sets already in school | Increase basic motor skills of pupils taking part in a fun indoor activity that could assist with building social skills and increase confidence in physical ability. Impact on other lessons in school. | Didn't complete due to not being in school- Will do this next year. |
| Purchase hoodies to wear on sporting and school events ensuring all the children are wearing the same smart outfit. Shall we attempt this this year? | Investigate prices and possibility of local parent/ business providing help with funding. | We will investigate prices | Pupils look smarter at fixtures raising the profile of both sports and the Chalton PE department. Parent and pupils feedback. | Didn't complete due to Corona Virus. |
| PE Coaches from Luton town | Sports coaches to deliver high quality CPD for staff to help with delivery of PE provision across school | £1600 | Skills of the children are improved. Staff are confident in delivery PE | Weekly sessions when we were in school during autumn and summer terms |
| Tennis Specialist Coaching | Tennis coach utilised to support delivery of the sport across the school | £1338.50 | Skills learnt through specialist tennis coaching are transferable to other sports | Children's skills are very much improved and evidenced in cricket and rounders. |
| Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport | | | | Percentage of total allocation: |
| | | | | 0% |
| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |
| 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 | | What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment | |
| | | | WIDER IMPACT AS A RESULT OF ABOVE | |

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| Increase knowledge of PE in primary and accountability of PE through attendance at CPD courses.(See coaching SSP) | F Mudd to attend PE and primary sport funding course | | Ensure the value for money is achieved for sports premium funding and identify any possible other ways to utilise moneys. Keep up to date with current policy and developments in primary PE. | Didn't attend due to Corona Virus. We did not want to mix with other schools as we were one bubble. |
| CPD course for PE staff and supporting staff in dance and gymnastics | Booked with Premier Sport September | Sports Package | Raise the standards, confidence and provision of PE and school sports delivered to our pupils. | Didn't attend due to Corona Virus. |
| Indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 0% |
| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |
| 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 | | What do pupils now know and what can they now do? What has changed? <u>Provide evidence on impact on participation and attainment</u> | |
| WIDER IMPACT AS A RESULT OF ABOVE | | | | |
| Increase participation of girls to extracurricular clubs by employing dance teacher for half a term. | Use the coach to do an after school session where she/ he has a keen interest in dance and put on a dance show to perform to parents at the end of the half term. | 6 weeks dance + £750 for after school. | High attendance is monitored through registers to the club, potentially making it a longer term club. | Didn't Complete due to Corona Virus. |
| Have a coach come in to teach football skills to the girls | Have someone come in to teach the girls football because they are the children not engaging in enough sport out of school. | | The girls will improve their skills and confidence and therefore may then engage with the football at lunchtime at school or join a club. | |
| Indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 17% |
| Intent | Implementation | Actual Cost | Impact | Sustainability and suggested next steps |

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| <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>What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment</p> | |
| | | | <p>WIDER IMPACT AS A RESULT OF ABOVE</p> | |
| <p>Utilise the SSP Competitions School Games</p> <p>KS1 and KS2 Competition at a different site</p> <p>SEN competitions and specific SEN sport delivery on site</p> <p>Assembly presentations for winning teams OR any team as requested</p> | <p>Ensure that school supports the Competition / festival Festivals focussing on the transition from Lower to Middle school will be delivered. Allowing for sessions for SEN competitions targeting pupils to compete and develop into county structure. Reward and recognition of success through school website newsletter etc.</p> | <p>£2750</p> | <p>This supports and allows pupils;</p> <ul style="list-style-type: none"> - the opportunity to explore leadership, competition and helps to pupils develop lifelong skills through sport. - to have opportunities to participate and compete in school sport to enable the most able to attain high standards of performance. - A better understanding from pupils and parents on the role competitive sport plays in building the whole person, enriching the student experience and improving the school ethos. - Ensure that there is a well-structured and supported competitive sports programme that provides opportunities for all students to participate in competitive sport and stretches the most able. - Develop the partnerships needed to build sporting pathways – from lower school to middle and upper school | <p>Didn't complete due to Corona Virus but did subscribe to the SSP</p> |

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| | | | <p>and with the local and professional sports clubs.</p> <ul style="list-style-type: none"> - Embed competitive sport firmly in the school culture and ethos and make it a central part of school life, involving staff, parents, students and governors, and taking every opportunity to celebrate and reward success. | |
| Sports Day | <p>All children participate in sports day, a range of activities for them to complete. 1st, 2nd and 3rd place receive stickers</p> | £62.10 | <ul style="list-style-type: none"> - Encourages children to be competitive and do their best. A chance for children to praise others and show good sportsmanship. | |

Meeting National Curriculum Requirements for Swimming and Water Safety

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| The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort | |
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| What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres? | % |
| What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % |
| What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations? | % |
| Schools can choose to use their 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/NO |

Additional information that could form the basis of a report to governors

| Financial Year | Budget | Actual Spend | Key Impact for each year |
|----------------|-----------|--------------------|--------------------------|
| 2013 - 2014 | £ | £ | |
| 2014 - 2015 | £ | £ | |
| 2015 - 2016 | £ | £ | |
| 2016 - 2017 | £ | £ | |
| 2017 -2018 | £ | £ | |
| 2018 - 2019 | £ | £ | |
| 2019 - 2020 | £ | £ | |
| 2020 - 2021 | £16510.00 | £15950.60 [£559.4] | |

| Summary of key achievements for 2020-2021 | Summary of key plans for 2021-2022 |
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| <ul style="list-style-type: none"> Maintained PE lessons with sports coaches over the year, with strict controls | <ul style="list-style-type: none"> Reintroducing participation in competitive sports, including attending festivals |

- Tennis coaching skills improved and this impacted on all sports eg cricket, rounders, ball catching and throwing

- Year 4 ambassadors to lead sporting activities at lunch times again
- To support Early Careers Teacher in delivering high quality PE lessons
- To involve children/School Council in improving the playground facilities to support physical exercise.

| Signed off by | | Date |
|---------------|----------------|------|
| PE Lead | Francesca Mudd | |
| Headteacher | Liz Noble | |
| Governor | Jon Chapman | |