



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

2019/20

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1. Professional Development opportunities provided for staff to ensure the highest quality outcomes for our children 2. The new assessment system for PE has been embedded 3. Wider range and number of opportunities for children to participate in healthy physical activity 	<ol style="list-style-type: none"> 1. Provide further sustainable Professional Development opportunities for staff to further enhance staff confidence, knowledge, skills and understanding 2. Ensure all children have the opportunity to engage in 30 minutes a day healthy, physical activity in school 3. Further develop inclusive, additional, sustainable competitive opportunities for all children 4. Provide additional, sustainable opportunities for children to participate in a wider range of physical activity opportunities

Meeting national curriculum requirements for swimming and water safety Our planned Year 6 'Top- Up' swimming and water-safety programme was postponed due to COVID19. Our figures are for our Year 6 children but based on activity only up to October 2019	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	71%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	Data not available due to COVID
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	35%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes, to pay for travel expenses and swimming providers but is was postponed due to COVID19

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

In reviewing the current plan below and developing the plan for next year we will ensure that we follow all national and local COVID19 guidance in relation to each of the PE & Sport Premium Outcome Indicators

This will include the following:

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

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 students today and for the future.

Academic Year: 2019/20	Total fund allocated: £18,130	Date Updated: 16/7/20		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
School focus with clarity on intended impact on pupils: INTENT	Actions to achieve: IMPLEMENTATION	Funding allocated:	Evidence and impact: IMPACT	Sustainability and suggested next steps:
<p>1. Develop a range of sustainable programmes to encourage more children to engage more regularly in additional physical activity opportunities</p>	<p>1. Allison Consultancy to provide additional Active Playground Training to extend activity opportunities at lunch-times</p> <p>Support to include:</p> <ul style="list-style-type: none"> • Training for Lunch-time Supervisors • Support for the Active Playground Co-ordinator • Training for new co-hort of Young Leaders (Year 5's) <p>2. Continue with and extend the 5 A Day programme to engage more children in healthy activity opportunities</p> <ul style="list-style-type: none"> • Ensure all children engaged • Extend Home Access 	<p>See costs in Section 3 below</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Active Playground and Bikeability Training taken place • Active Playground Programme in Place • Clubs Timetable updated • Scheme in place and children taking part in it on a regular basis • All programmes in place and children engaging on a regular basis • 30 minutes a Day review complete and baseline of provision established • Extended Extra-Curricular Sport and Physical Activity Programme • Active Playground Programme in place • Registers kept to record participation <p>Impact on staff and children</p> <ul style="list-style-type: none"> • Staff and children upskilled and using new Leadership and communication skills • Play 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 available • Increased engagement in exercise • Increased understanding of the benefits of exercise for health • Improvement in sense of health and well-being • Increased participation by children who normally don't engage with sporting / physical activity opportunities 	<p>COVID19: Safe Practice</p> <p>Healthy Activity: DfE, Youth Sport Trust and the national Association for PE (afPE), have published information to support colleagues in schools with regards to COVID19 and PE, Sport and Physical Activity.</p> <p>We will ensure that we follow all latest national guidance in relation to our plans for next year.</p> <p>Allison Consultancy have also developed related training and information to support PE Leads and staff across the school.</p> <ul style="list-style-type: none"> • The school will ensure that all national COVID19 guidance and local policy is followed with regards to engaging external providers to work alongside staff and children with regards to the provision of activity

	<p>3. 30 Minutes a Day</p> <p>Due to COVID not all of the planned actions were achieved</p> <ul style="list-style-type: none"> • Use 30 Minutes a Day Tracking Tool from Allison Consultancy to establish new baseline of provision across the school • Pre-populate class templates to support staff • Target and support any children not achieving 30 Minutes – use registers • Continue to track and monitor 30 Minutes a Day activity and extend opportunities across academy • Identify further strategies and programmes to develop 30 minutes a day across the school <p>To further support 30 Minutes a Day:</p> <p>4. Bikeability</p> <ul style="list-style-type: none"> • Introduce Bikeability for Year 6 <p>5. Subscriptions and related equipment and support for off-site activity</p>	<p>£2,712</p> <p>£360</p>	<ul style="list-style-type: none"> • Increased number of children participating in school clubs • Increased number of children enjoying taking part in school clubs • Children are accessing structured, active games during lunchtimes • Children developed skills, knowledge and understanding in relation to safe cycling <p>Evidence</p> <ul style="list-style-type: none"> • In-school training taken place • Additional Bikeability opportunities in place <p>Impact on staff:</p> <ul style="list-style-type: none"> • Teachers able to teach Bikeability <p>Leading to the following Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Additional healthy, physical activity opportunities • Improved quality in teaching and learning in Bikeability 	<ul style="list-style-type: none"> • Identify strategies and programmes to further develop 30 minutes a day across the school in line with the national School Sport and Activity Action Plan and the new Obesity Strategy • Re-audit 30 Minutes a Day provision using e-Tracker and compare to baseline of provision in order to identify, track and monitor progress • Continue to sustain and develop the successful programmes and activities delivered this year and also those that were cancelled due to COVID19 and that will still meet the needs of our children • Continue with and extend the 5 a day programme • Continue to develop Bikeability • Look to develop our non-traditional sports programme • Identify staffing to support delivery of Activity Programmes including engaging external providers • Identify any new activities that have a particular focus on outdoor learning which also supports the national COVID19 guidance.. • Continue to use and re-stock Playground equipment to support engagement for children in their 'Bubbles' at lunch-times • Use pupil voice to identify children's interests and any barriers to participation • Using participation registers, identify and target non-engagement
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils: INTENT	Actions to achieve: IMPLEMENTATION	Funding allocated:	Evidence and impact: IMPACT	Sustainability and suggested next steps:
<p>1. Increased awareness of the importance of PESSPA for health, personal and social development and how it can help with learning in other areas</p>	<p>1. Extend the competition opportunities for all children so more children engaged in and experience competition against self and others</p> <p>(See Section 5 below for further actions, evidence and impact / outcomes statements)</p> <p>2. Extend the Active Playground training</p> <p>(See Section 1 above)</p>	<p>(See Section 5 below)</p> <p>(See Section 1 above)</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Competition Programme Summary Sheet • Participation Registers • New Sports and physical activity competitive opportunities in place <p>Impact - Increased pupil:</p> <ul style="list-style-type: none"> • Experience of competition against self and others • Experience and understanding of rules and scoring systems • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship • Confidence and 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 of the feeling of achieving their best • Experience of gaining awards and certificates and the feelings of achievement • Sense of belonging <p>For Evidence and Impact in relation to Active Playground training for Young Leaders please see Section 1 above</p>	<p>COVID19: Safe Practice</p> <p>Whole-School / Well-Being: Ensure future actions support any whole school requirements / recommendations contained in the Department for Education Guidance for full opening: schools (2/7/20), in particular to pupil well-being</p> <p>Ensure future actions support the implementation and delivery of the new, whole-school Relationships and health education (RHE) for primary aged pupils which becomes compulsory from September 2020, and which schools are expected to start teaching by at least the start of the summer term 2021.</p> <ul style="list-style-type: none"> • Ensure 2020-21 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

				<p>understanding between engagement in healthy physical activity programmes and the importance of healthy eating</p> <ul style="list-style-type: none"> • Look to develop COVID19 safe competition opportunities against self and others to develop range of personal and social skills (within the school initially and then inter-school when it is safe to do so – this might involve ‘virtual’ competition) • This would involve developing competitive non-contact opportunities for children of all abilities • Build upon the ‘5 a day’ scheme and engage all pupils in 5-a-day active activity per day to develop fitness and awareness of movement in the learning day. • Develop links to and support PHSE programme around health
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils: INTENT	Actions to achieve: IMPLEMENTATION	Funding allocated:	Evidence and impact: IMPACT	Sustainability and suggested next steps:
<p>1. Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity</p>	<p>Staff CPD Programme</p> <p>1. Allison Consultancy to plan and deliver Professional Learning Sessions and provide Resources for PE & School Sport</p> <p>Professional Learning</p> <p>(8 x Days in total - not necessarily in order of delivery)</p> <p>Due to COVID one day was carried over</p> <p>Day 1 : Part 1: (26/9/19)</p> <p>Strategic Support for the PE Co-ordinator</p> <p>Support to include:</p> <ul style="list-style-type: none"> • Quality Assurance: Staff PE & Sport Handbook • Preparing Handbook for introduction • Outlining how it can be best implemented • 30 Minutes a Day • Use new e-tracker from Allison Consultancy • Prepare resource for use with staff 	<p>£2,000</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Training taken place • Handbook prepared and introduced • 30 Minutes a day audit complete • Strategic 30 Minutes a Day Map <p>Impact / Outcomes for staff :</p> <ul style="list-style-type: none"> • Enhanced subject leadership • PE Lead has greater understanding of key areas to quality assure to ensure best, safe practice and procedures are in place for all children • All staff aware of all procedures to be followed • All staff employing best, safe practice and procedures for with their children • PE lead has greater knowledge, understanding, confidence and enhanced capacity to support staff across the school • Greater understanding of the national requirements for 30 Minutes a Day • Greater understanding of opportunities for engaging children in physical activity 	<p>COVID19: Safe Practice</p> <p>CPD - School staff / External Providers: DfE, Youth Sport Trust and the national Association for PE (afPE), have published information to support colleagues in schools with regards to COVID19 and PE, Sport and Physical Activity.</p> <p>We will ensure that we follow all latest national guidance in relation to our plans for next year, with a particular focus on engaging external providers for CPD.</p> <p>Allison Consultancy have also developed related COVID19 Safe-Practice in PESSPA training to support PE Leads and staff across the school.</p> <p>Staff will need essential guidance and support in delivering purposeful PESSPA within the COVID19 framework</p> <p>Ensure future actions support Physical Activity requirements / recommendations contained in the Department for Education Guidance for full opening: schools (2/7/20).</p> <p>Reference should also be made to additional, related DfE and Sport England Guidance.</p>

Day 1 : Part 2: (7/10/19)

Strategic Support for PE Link Governor, Headteacher, SLT and the PE Co-ordinator

Support to include:

- Preparation for Ofsted
- PE and Sport Premium
- Latest Ofsted EIF (2019) and DfE requirements in relation to PE and School Sport Premium
- Governor recommended roles and responsibilities
- Review of website and updating of information required to meet Conditions of the Grant funding
- The 2019-20 PE & Sport Premium Action Plan
- 30 Minutes a Day

- PE Co-ordinator shared simple strategies with staff across the school to engage children in 30 minutes per day of physical activity
- Staff using sustainable strategies to engage children in healthy, physical activity on a daily basis

Leading to the following impact / outcomes for children :

- Consistent high standards of safe-practice experienced by all children
- Consistent best practice and procedures followed by all children
- Children involved on a daily basis in school in additional, regular, healthy, sustained, physical activity
- More effective provision by upskilled staff

Evidence

- Training taken place
- PE & Sport Premium Action Plans updated
- New template on website
- QA Documents for Governors to use

Impact / Outcomes for Governors / SLT / PE Co-ordinator

- Greater understanding of the PE & Sport Premium programme including statutory requirements with regards to the spend
- Clearer understanding of their role and responsibilities
- More effective leadership by Governing Body in relation to the effective use of this funding
- PE Link Governor upskilled and enabled to challenge and support the Headteacher, PE Co-ordinator and Bursar with regards to using the funding effectively and the meeting of all national requirements
- Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template
- Greater understanding of Ofsted (2019) and DfE requirements in relation to PE and School Sport Premium
- Clearer understanding of what needs to be done / key priorities and actions to ensure compliance

Impact / Outcomes for children:

- PE Lead to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff
- The school will ensure that all national COVID19 guidance and local policy is followed with regards to engaging external providers to work alongside staff and children in relation to CPD provision
- Re-book any CPD that has been missed due to COVID19 and is still required
- 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
- Engage CPD providers to meet identified needs including Lara Potts and Charlotte Andrews
- PE Lead to monitor impact of the CPD – Observations / Pupil and Staff Voice.
- 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)

Days 2 and 3 : (7/10/19 and 8/10/19)

Super Me!

**(1 x Day for Key Stage 1 and
1 x Day for Key Stage 2)**

Support each day to include:

- 4 x modelled sessions with children and staff
- Focus on developing the well-being of your children through simple, healthy, physical activity and relaxation strategies
- The session is a mixture of practical activities, core strength and stretching, and relaxation.
- 1 x Session with PE Lead

- Effective use of the funding leading to enhanced PE, School Sport and Physical Activity provision and opportunities for children
- Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children

Evidence

- In-school training taken place
- Learning walks
- Discussions with staff / Staff Voice
- Discussions with children

Impact on staff:

- Greater understanding of simple, practical activities to support the development of children's well-being
- Supports PE Lead and the school with the achievement of Outcome Indicator 2

Leading to the following Impact / Outcomes for children:

- Development of self-esteem
- Children know how to use simple movements to help them relax and focus their minds
- Helps children to find the superhero power inside themselves, to have the confidence to tackle any situation and to understand their own behaviours a bit more

Days 4 and 5 : (3/12/19 and 4/12/19)

Active Science

(1 x Day for Key Stage 1 and
1 x Day for Key Stage 2)

Support each day to include:

- 4 x Modelled Active Science lessons with the children and their Class Teachers / Support Staff
- A joint support session with the PE and Science Leads to identify how this programme strategically supports the delivery of the Science Curriculum, the 30 Minutes a Day requirements, and evidences the effective use of the PE and Sport Premium including the impact on whole-school outcomes.

Day 6 : (22/6/20)

Active Playground Training to extend activity opportunities at lunch-times

Support to include:

- Training for Lunch-time Supervisors
- Support for the Active Playground Co-ordinator
- Training for new co-hort of Young Leaders (Year 5's)
- See Section 1 above

Evidence

- In-school training taken place
- Learning walks
- Discussions with staff / Staff Voice
- Discussions with children

Impact on staff:

- Pedagogy within Science developed to include active learning
- Teacher have increased knowledge, understanding and confidence to get children moving and learning
- Supports PE Lead and the school with the achievement of Outcome Indicator 1 around the 30 minutes a day requirement

Leading to the following Impact / Outcomes for children:

- More engaging and active Science lessons leading to greater pupil engagement
- Enhanced learning and progress
- More opportunities to engage in healthy, physical activity whilst learning at same time
- Greater sense of health and well-being
- Greater understanding of the importance of exercise

Evidence

- In-school training taken place
- Active Playground programme in place

Impact / Outcomes for Staff and children:

- Midday Supervisors aware of benefits of Active Playground and safety requirements
- Children upskilled and using new Leadership and communication skills
- Young 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 /

Days 7 and 8: (6/7/20 and 7/7/20)

Strategic Support for the Headteacher, PE Co-ordinator and Bursar and Remote Write Up Day

Support to include:

- Review of 2019/20 PE and Sport Premium Plans
- Completion of Impact, Evidence, Sustainability and Next Steps
- Development of 2020 /21 PE and Sport Premium Action Plan
- Remote write up day

2. Engage Lara Potts and Charlotte Andrews to work alongside and provide the following in-school support for staff

Provide CPD in a range of PE Lessons

Support to include:

- Lara = 1 hour per week / Charlotte = 2 hours per week working alongside teachers with the children to plan and deliver high quality PE lessons

£1,785

leading on physical activities

- Greater healthy, active opportunities for children at lunchtime

Evidence

- In-school training taken place
- Remote write up complete
- All On-line reporting requirements for PE & Sport Premium complete
- 2019/20 PE and Sport Premium reviewed and written up
- Content for 2020/21 collected

Impact / Outcomes for staff:

- More effective subject leadership
- A focused, sustainable action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children

Leading to the following impact / outcomes for children :

- Highest quality of PESSPA provision and practice made available for all children
- Additional high quality, healthy PESSPA opportunities available for all children

Evidence

- All In-school training taken place
- New Staff Voice v Baseline of Staff Voice
- Lesson Plans
- Lesson Observation
- Learning walks
- Discussions with staff
- Discussions with children

Impact on staff:

- Improved confidence in planning and teaching good and outstanding lessons in a range of PE areas
- Improved confidence in planning and delivering differentiated PE lessons

Leading to the following Impact / Outcomes for children:

	<p>3. 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 • Staff re-visit their CPD audit of strength and needs • Based on outcomes of audit PE specialists to bespoke in-school support for staff delivering PE at Foundation and Key Stage 2 • See number 2 above <p>4. Purchase Resources</p> <ul style="list-style-type: none"> • Purchase new Schemes of Work to extend opportunities and engage all learners and enhance teaching and learning across all classes • Purchase Cambridgeshire SoW and review Tops Cards • Purchase SportsPlan • OAA Handbook (Val Sabin / Jane Banham) 	<p>(See costs below)</p>	<ul style="list-style-type: none"> • Improved quality in teaching and learning in areas across PE • Enhanced progress and attainment in identified Area of Activity and across PE <p>Evidence</p> <ul style="list-style-type: none"> • Staff audit complete • PE Specialists provided in school support • See 2 above <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 <p>Evidence</p> <ul style="list-style-type: none"> • Resources purchased • Lesson Plans • Lesson Observation / Learning walks • Discussions with staff and children <p>Impact on staff:</p> <ul style="list-style-type: none"> • Improved confidence in planning and teaching good and outstanding PE lessons • Enhanced understanding of how to differentiate and support pupils in PE • Staff understand how to use equipment more effectively to enhance lessons • New Units of Work introduced for areas of activity in PE to support the development of the PE Curriculum Map <p>Leading to the following Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Improved quality in teaching and learning in PE for all children • Enhanced progress and attainment in PE 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils: INTENT	Actions to achieve: IMPLEMENTATION	Funding allocated:	Evidence and impact: IMPACT	Sustainability and suggested next steps:
<p>1. Increase the range of activity opportunity outside the curriculum in order to get more pupils involved. - Focus particularly on those pupils who do not take up additional Sport opportunities.</p>	<p>Look at less traditional activities that could build upon the new programme now in place in both the curriculum and extra-curricular programme</p> <p>1. Engage Lara Potts and Charlotte Andrews to work alongside and provide the following in-school support for staff</p> <p>Provide new, additional sports / physical activity opportunities outside of lessons</p> <p>Support to include:</p> <ul style="list-style-type: none"> 1 hour each per week of additional clubs working alongside teachers (Charlotte –e.g. Judo, Multi-Skills or Tennis) and Lara (e.g. High5) <p>2. Extend the programme provided by Group Together LTD</p> <ul style="list-style-type: none"> Provide Fencing 1 x hour per week (18 sessions) OAA – Team-Building (6 sessions) Provide an additional 24 sessions <p>3. Engage Lisa Jay to provide Dance / Cheerleading</p> <ul style="list-style-type: none"> 24 sessions Years 4 - 5 <p>4. Start new Gymnastics Club</p> <ul style="list-style-type: none"> Provide 12 sessions 	<p>(Part of the funding above)</p> <p>£120</p> <p>£2,507</p>	<p>Evidence</p> <ul style="list-style-type: none"> Sports Clubs / Physical Activity Timetable New clubs / activities provided Noticeboards updated Participation Registers Equipment purchased and used Discussions with children Pupil Voice <p>Impact on children</p> <ul style="list-style-type: none"> Additional opportunities for children to engage with physical activity Increased number of children participating in school clubs Widened range of healthy activities developed Children develop greater understanding of the health benefits of exercise Barriers to participation addressed Children involved in choosing activities to engage with – more ownership More engagement from children usually disaffected <p>(See Evidence and Impact above)</p>	<p>COVID19: Safe Practice</p> <p>Extra-Curricular Provision: DfE, Youth Sport Trust and the national Association for PE (afPE), have published information to support colleagues in schools with regards to COVID19 and PE, Sport and Physical Activity.</p> <p>We will ensure that we follow all latest national guidance in relation to our plans for next year.</p> <p>Allison Consultancy have also developed related training to support PE Leads and staff across the school.</p> <ul style="list-style-type: none"> Identify and develop 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 opportunities that help to meet the 30 Minutes a Day requirements for every class Complete student voice to identify interests and barriers to

	<p>5. Purchase equipment and resources to increase number and range of healthy, sustainable activity opportunities for all children</p> <ul style="list-style-type: none"> • Ensure all equipment looked after, used correctly and stored safely to make sure it lasts in as good condition for as long as possible <p>6. Complete student voice to identify interests and barriers to participation</p> <ul style="list-style-type: none"> • Target children not engaging <p>7. Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website</p> <p>8. Safeguarding – Purchase Enhanced Evolve Risk Assessment System</p> <p>9. Staff to provide additional clubs including Midday Controllers</p>	<p>£1,033.93 £266.50</p> <p>£936.31 £23.41</p>	<p>(See Evidence and Impact above)</p>	<p>participation in activities</p> <ul style="list-style-type: none"> • Target children not engaging • Strategically link new opportunities to the 30 minute a day programme • Engage additional internal and external expertise / staffing to extend opportunities including Lara Potts and Charlotte Andrews • Extend the programme provided by Group Together LTD • Continue to purchase Enhanced Evolve Risk Assessment System • Continue to implement non-traditional activity options to engage as many children as possible • Ensure new Sports Clubs timetable disseminated to pupils, staff and parents and uploaded to website • Purchase sports equipment to support new activities and promote healthy lifestyles.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils: INTENT	Actions to achieve: IMPLEMENTATION	Funding allocated:	Evidence and impact: IMPACT	Sustainability and suggested next steps:
<p>1. To introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate</p>	<p>1. Participate in an increased range of inter-school competitive opportunities</p> <ul style="list-style-type: none"> • Purchase DRETT Enhanced and School Games Offers • Enter Competitive Inter-School Sports Programme being run by our School Games Organiser (DRETT) • Provide staffing for competitions • Provide transport <p>2. Give all children more opportunities over the school year to be competitive including further developing the inter-house competitive sports programme</p> <ul style="list-style-type: none"> • Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive, are increased, and available to all • Review curricular programme and identify competitive opportunities • Ensure that all staff carry out their own mini competitive games once every long term. 	<p>£8.53 £640 £550</p> <p>Internal budget</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Membership purchased • Competition Programme Summary Sheet • Participation Registers • Won the Values Award for Sportsmanship at the Tennis and Football events <p>Impact - Increased pupil:</p> <ul style="list-style-type: none"> • Experience of competition against self and others • Experience and understanding of rules and scoring systems • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship • Confidence and 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 of the feeling of achieving their best • Experience of gaining awards and certificates and the feelings of achievement • Sense of belonging 	<p>COVID19: Safe Practice</p> <p>Competition: DfE, Youth Sport Trust and the national Association for PE (afPE), have published information to support colleagues in schools with regards to COVID19 and PE, Sport and Physical Activity.</p> <p>Any competitive opportunities we provide, in line with current national guidelines, will be non-contact in nature.</p> <p>We will ensure that we follow all latest national guidance in relation to our plans for next year.</p> <p>Allison Consultancy have also developed related training to support PE Leads and staff across the school.</p> <ul style="list-style-type: none"> • It is understood that Inter school competition will be limited, following Covid19. As such, whilst still looking to develop this aspect of competition, we will focus initially on intra-school opportunities. • Continue to include intra-school competition where possible to

				<p>ensure experience of competition and inherent values.</p> <ul style="list-style-type: none"> • Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all • When and where possible we will engage in Partnership competition programmes again next year • Ensure COVID19 safe-practice guidance is followed.
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Additional Outcomes and benefits of the funding				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils: INTENT	Actions to achieve: IMPLEMENTATION	Funding allocated:	Evidence and impact: IMPACT	Sustainability and suggested next steps:
<p>1. Raise awareness of the benefits of PE & Sports Premium funding and increased opportunities for children</p> <p>2. Additional Swimming Provision</p>	<p>1. Update the Sports section on the School website to share achievements, participation, events and photographs.</p> <ul style="list-style-type: none"> Raise awareness of impact of PE and Sport Premium Funding Two Sports Ambassadors to have responsibility for updating and publicising YJA children to report on sports activities and competitions and put onto noticeboard and website <p>2. Top up swimming opportunities</p> <p>Due to COVID we were not able to complete the actions below</p> <ul style="list-style-type: none"> Additional sessions to enhance progress and attainment in relation to the national targets. Pupils who are identified as failing to make the NC requirements regarding distance, technique and personal survival are able to access top up sessions at the conclusion of Year 6. <p>3. Additional Swimming Provision for Gifted Children in PE</p> <p>Due to COVID we were not able to complete the actions below</p> <ul style="list-style-type: none"> Provide additional specialist coaching within PE Swimming lessons for the Gifted swimmers 	Internal Budget	<p>Evidence</p> <ul style="list-style-type: none"> Audit of website complete All DfE requirements met <p>Impact</p> <ul style="list-style-type: none"> Awareness raised with children, parents and carers Greater awareness by all stakeholders about our plans, actions and achievements as a result of our funding Develops a sense of achievement across the school <p>Evidence</p> <ul style="list-style-type: none"> Increase in Top-Up Swimming sessions Swimming and Water-safety data <p>Impact</p> <ul style="list-style-type: none"> More children achieving national Swimming and Water-Safety targets School performance against national targets improved The school sees the development of swimming as a fundamental life skill, especially taking into consideration the nature of the coastal location. <p>Evidence</p> <ul style="list-style-type: none"> Additional swimming coach engaged Lesson Observations Assessments / Swimming Data <p>Impact on children</p> <ul style="list-style-type: none"> Gifted children challenged and stretched Enhanced engagement in swimming sessions by this co-hort Enhanced, accelerated learning, progress and attainment 	<ul style="list-style-type: none"> Continue to keep the website updated. Ensure all requirements continue to be met Unfortunately, our planned Top-Up Swimming and Water-Safety programme and the programme for Gifted Swimmers had to be cancelled due to COVID19 We are keen to provide these opportunities next year dependent upon COVID restrictions

Budget Summary as of 7/7/20

Total Funds Allocated	-	£18,130
Total Spend Identified in Plan ('Purple' figures)	-	£12,942.68
Balance (Underspend)	-	£5,187.32

Impact of COVID19: Brief Reasons for Underspend

- School closed for many months for the vast majority of children and many staff
- Significant number of staff having to work remotely for periods of time
- External Providers not allowed on-site (negative impact on CPD / physical activity opportunities and competition for children)
- No access for CPD providers resulting in reduced spend on training and support
- Social distancing measures / no physical contact between children / competitive opportunities ceased leading to reduced spend on travel and supply cover
- Less opportunity to purchase equipment and resources