



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) 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.

Pleasevisit[gov.uk](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) 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 2022. To see an example of how to complete the table please click [HERE](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Example-Template-Indicator-2018-Final.pdf).



**Details with regard to funding**

Please complete the table below.

|  |  |
| --- | --- |
| Total amount carried over from 2019/20 | £-1433.62 |
| Total amount allocated for 2020/21 | £ 16,572 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £2,981.25 |
| Total amount allocated for 2021/22 | £16,880 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19,625 |

**Swimming Data**

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety.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 then transfer to the pool when school swimming restarts.**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** |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?**N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.Please see note above | 56% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?Please see note above | 56% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 77% |
| 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? | WE tried but we were not able to access additional lessons at the pool.  |

**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.

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| --- | --- | --- | --- |
| Academic Year: **2021/22** | Total fund allocated**: £19,625** | Date Updated: **July 2022** |  |
| **Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school** | Percentage of total allocation: |
| 31% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Once again, after Covid, to provide a full range of after school sports clubs and lunch time activities so that all children are fully engaged in physical activity.Purchase equipment so that children have appropriate equipment for not only PE lessons but also at lunch times, enabling them to be creative and physically active.Purchase a new storage shed for PE equipment to replace our dilapidated one.  |  Sports TA to re-introduce competitive games at break/ lunch times. Take suggestions from the children. Record the results on the school sports board. Continue to ask the children what they would like to play with. Encourage den building and creative games. Replace the sports shed.  | £1,900£4,400 | Staff running competitions at playtimes was introduced successfully. Children enjoyed new competitions & embraced the competitive ethos in a low stakes safe way after covidNew equipment allowed children more creative play opportunities and facilitated them in being more physically activeAll PE resources are more accessible to the children and are stored in a more organised way | Continue to liaise with the children with regards to what activities / sports clubs they would be interested in participating in & set up with the new coach employed by the schoolComplete playleaders course with class 2 to enable them to be competent to run break / lunch time activitiesEquipment needs to be continuously updated / replaced Give the playleaders the responsibility to maintain the PE store in an organised manner |
| **Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** | Percentage of total allocation:\*\*\* |
| 18% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| All staff will continue to plan for activity within their lessons so that children’s concentration will be maintained.  | Introduce whole school drama sessions which allow all children across the school to access all areas of the curriculum through Drama ie the class novel/ writing tasks/ pshe/understanding how physical activity can help us learn and forge neural pathways.  | £3,500 | Children learning has been deeper because they are more physically active which embeds their learning within their memory to a greater extent | Due to the success & positive impact on the children’s’ learning continues to implement the drama sessions into the weekly timetableExplore implementing active & healthy sessions |

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| **Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** | Percentage of total allocation: |
| 46% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
|  Ensure that PE is taught progressively and consistently across the school by all staff through Friday PE afternoons.  | Implementation of “Getset4PE”resource with staff. In conjunctionwith staff review PE overview andstrategy, then ensure the “Getset4 PE” resource is the key driver(Supplemented by existing highquality resources used by staff) todeliver consistent, coherent and high-quality PE to all children in all year groups.One PE session is taught by a PE specialist whilst staff observe. She is also co-ordinating PE across school and leading a timetable of staff CPD. | £550£ | All staff have increased their knowledge, understanding and confidence when planning and delivering PE sessions by implementing this valuable resource.There is a consistent approach across the school for planning, teaching and assessment | Continue with using ‘get set for PE’ as a useful resource and teaching aid to support staff in the consistent approach of PE deliveryIntroduce PE lessons with Staff working alongside qualified PE coach which will allow the staff to explore their CPD needs via support and assessment from a specialised coach of PE |
| **Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** | Percentage of total allocation: |
| 4% |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Continue to ensure that a full range of after school clubs are offered- dance/ fencing/ multi skills/ archery/ cup stacking/ etc so that ALL children find ‘their sport’.Continue to fully involve all pupils in choosing the clubs they want.  | Engage with local Dance/ kick boxing/ keep fit instructors in the local area as well as find coaches to support the children’s needs.  | £6,000 | After covid we offered a full range of sporting after school clubs which were chosen by the children. As a result, they were very well attended and successful | Continue to liaise with the children & run after school clubs to meet their needsLiaise with School Games officer to implement as many ‘taster sessions’ and offer as much variety as possible to enable the children to widen their physical experiences and hopefully find ‘their sport’ |

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| **Key indicator 5: Increased participation in competitive sport** | Percentage of total allocation: |
| % N/A  |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| After Covid, return to providing plenty of opportunities for competitive sport through the local sports leader as well as during break and lunch times and within PE lessons.  | Continue to work with the Local Sports Partnership offer so that all pupils can engage in competitions.  | £0 | Due to the dynamics of our local sports partnership, we were unable to attend any competitions however this will be revisited in the next academic year | Revisit the opportunities offered through the Sports partnership if possible. If not introduce competitive PE lessons / Personal best initiatives / incentives & intra competitions within schoolRecord and display these results on the PE board in school |

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| Signed off by |
| Head Teacher: | E Cornhill |
| Date: | July 2022 |
| Subject Leader: | Nikki Dudley |
| Date: | July 2022 |
| Governor: | Mrs Goodall |
| Date: | July 2022 |