



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Awarded 'Excellent' for Black Country Achievement Award 2019/2020 • New Curriculum, skills and vocabulary document in place, alongside PE passport. • An increase in participation of girls within clubs. • School Games Mark – Silver Award • A marked increase in competitive sporting opportunities provided. • A clear shift in attitudes and enthusiasm from children with regards to sport, competition and taking part. • Working collaboratively with external coaches/companies to provide a widening breadth of opportunities. • Working collaboratively with schools in MAT to provide a widening breadth of opportunities. 	<ul style="list-style-type: none"> • Curriculum maps/planning to be adapted to reflect the gaps in knowledge/skills due as a result of school closure. • To ensure children are taking part in active lifestyles to ensure they are healthy (Links to Covid impact) • To develop provision of OAA provision across school. • To sustain and further broaden opportunities experiences in sporting/physical activity & competition. • Exposure to a broader range of sporting activities – long term plan and whole school use of new PE planning. • Enhance and develop staff skills and subject knowledge in identified areas through CPD. • Increase swimming opportunities and therefore % of children leaving year 6 with the national Curriculum requirements. • Track and develop SEND and PP participation within lessons and extra-curricular activities.

Meeting national curriculum requirements for swimming and water safety.

<p>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 2020.</p>	45 %
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	33 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0 %
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes/ No (Due to Covid restrictions)

Action Plan and Budget Tracking

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

Academic Year: 2020/21		Total fund allocated: £17,840 (TBC)		Date Updated: August 2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 60 minutes of physical activity a day in school					Percentage of total allocation:	
					%	
Intent	Implementation		Impact			
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can now do? What has changed?		
Increase opportunities for pupils to take part in extra-curricular physical activity. (Covid restrictions will apply and this will be carried out when possible)	<ul style="list-style-type: none"> • Whole school approach to active lessons using outdoors (Covid Recovery) • Introduction of Balance-ability with Year 1 children. • Subject lead to source CPD for a wider range of sports/clubs. • A range of Lunchtimes activities and sports across all year groups. • Subject lead to source outside school contacts to provide clubs/extra-curricular activities: e.g. cricket and gymnastics. • Subject lead to focus on Girls with PP and SEND – track participation and ensure 		<p>N/A</p> <p>£2030 plus Vat</p> <p>TBC</p> <p>N/A</p> <p>TBC</p> <p>N/A</p>	<ul style="list-style-type: none"> - Gaps in children's activity levels including health, which have increased due to Covid, will be diminished. - Year 1 children to take part in extra-curricular, life skill activity – helping to improve balance, over-weight and obesity rates. - A wider range of clubs offered compared to previous years. - Children engaging in pupil voice, showing confidence and enthusiasm. - All groups of pupils are represented within extra-curricular activities. 50% of identified groups 		<ul style="list-style-type: none"> - Balanceability to continue as a Year 1 activity and form part of transition from EFYS. - Extra-curricular clubs to be fully re-introduced – giving children opportunity to embed skills they are learning in PE lessons, to be active and take part in competitions. - PE Lead to track Clubs participation. - Cross-curricular orienteering to be included in LTP for KS2 classes as PE focus. Introduce cross-curricular resources to staff and use across different

	<ul style="list-style-type: none"> • Introduction of OAA across year groups 1-6, planning trips as well as improving resources in school. • Subject lead to track clubs and participation, particularly of groups – PP, SEND using PE passport data. • Subject lead to obtain pupil voice for clubs & physical activity that pupils would like. • Introduction of interventions through Maths On the Move. 	<p>TBC</p> <p>N/A</p> <p>N/A</p> <p>£3,800 MOTM</p>	<p><i>(Girls/SEN/PP) accessing an extra-curricular club.</i></p> <ul style="list-style-type: none"> - A minimum of 15% of children identified as less active. - <p><u>Impact:</u></p> <ul style="list-style-type: none"> - 18.12.20 – This has been disrupted due to Covid restrictions and Risk Assessments. Clubs are beginning to be introduced in Spring Term with link to PE lessons and skills being taught. Covid restrictions still limiting some choices. OAA has been taught across year groups: 1, 4 & 6 at present. - Due to Covid 19 and Risk assessments, After school clubs and extra-curricular activities have been limited. Before and after-school clubs were introduced in summer term but restricted to class teacher/bubble. Clubs were based on well-being and not all 'active'. Of those that were active, good uptake was evident, on average, 50% of class. This allowed children to improve activity levels as well have a positive impact on well-being. 	<p>curriculum areas – eg Geography. Use and at lunchtime as timetabled activity to support 30 minute per day activity.</p>
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			<ul style="list-style-type: none"> - Use of lunch time has been crucial to improve and ensure children were activity. Resources/Games and activities were introduced and used alongside Covid guidelines. For example – table tennis, ball skills. Allowing children to improve activity levels and work towards the recommended 60 minutes a day. - Balanceability in Year 1 was successful – all children learning to ride a bike before the end of the year. Year 2 target group were also identified to enable them to learn life skill. As well as life skill, children were active and developing key fundamental skills of balance and co-ordination – having a positive impact in PE lessons also. Good fundamental skills have been observed in lessons and understanding of these key skills have been evident in Pupil voice. - 96% of children on the Maths on the Move programme made at least expected progress. 	
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<p>School Games Mark – to maintain Silver/achieve Gold.</p> <p>Competitions may be virtual due to Covid restrictions. Clubs may not go ahead.</p> <p>School Games Mark has not been awarded this year due to Covid 19.</p>	<ul style="list-style-type: none"> • Subject lead to sign up to School Games competitions and use of calendar. Subject lead to Liaise with MAT PE coordinators to arrange inter-mat competitions. • Use of minibuses for travel. • Staff cover for school day competitions. • The introduction of School website page. • House captains to take an active role in regular meetings with PE Lead and leading competitions within school. 	<p>N/A</p> <p>TBC</p> <p>TBC</p> <p>N/A</p>	<p><i>Participation in clubs to sustain Silver criteria of 35% of KS2 children taking part in an extracurricular activity, including 10% of children identified as less active.</i></p> <p><i>Aiming for Gold criteria of 50% of KS2 children taking part in an extracurricular activity, including 15% of children identified as less active.</i></p> <p><i>Attendance of competitions, including B teams.</i></p> <p><i>School House Captains taking an active leadership role.</i></p> <p><i>The Website to higher the profile and celebrate PE and Sports in school.</i></p> <p>Impact:</p> <p>Children have taken part in a number of virtual competitions – both Local Authority and within our school MAT.</p> <p>Children have taken part in 2 whole school competitions. The first of these focused on fundamental skills and being active. The second focused on the Olympics.</p> <p>During Spring Term Lockdown – children were</p>	<ul style="list-style-type: none"> - To apply for School Games Mark and complete all requirements. - Children to take part in a number of after-school club activities and sports. - School website page to be completed and utilised.
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			<p>encouraged to stay active and achieve personal best scores through activities and pre-recorded videos. This supported children to stay active and continue to practice and develop fundamental skills.</p> <p>School website is under construction and in final stages of completion. This will allow us to celebrate School PE, Sport and Games as well as provide parents with information and calendar dates – improving PESPPA profile.</p>	
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Key indicator 2: The profile of PESPPA being raised across the school as a tool for whole school improvement Percentage of total allocation:
%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can now do? What has changed?	Sustainability and suggested next steps:
Recovery Curriculum – Curriculum to be adapted.	<p>Autumn 1 curriculum to focus on Health & Fitness programmes/skills (Covid Recovery)</p> <p>PE Lead to adapt Long term and Medium term plans to reflect the gaps in knowledge/skills due as a result of school closure.</p>	<p>N/A</p> <p>N/A</p>	<p><i>Staff will be aware of the skills/vocabulary that need to be covered this year.</i></p> <p><i>By the end of the year, all skills missed during closure last year will have been taught.</i></p> <p><i>Children will have made progress to place them in</i></p>	<p>- Adapt next year’s LTP Curriculum plans to ensure all children have breadth of skills across all areas – paying particular attention to any areas missed due to Covid 19 restrictions and school closure in Spring Term.</p>

	<p>PE Lead to adapt the vocabulary document as above.</p> <p>Sports to reflect Health and safety Risk assessments due to Covid restrictions –no contact sports in Autumn 1 and this to be reviewed in line with Government guidance regularly. No swimming until Spring 1 and this to be reviewed. (Long term plan to reflect this)</p> <p>Gaps in equipment for sports highlighted and purchased.</p> <p>Long Tem plans adapting on an ongoing basis due to Covid restrictions.</p>	<p>N/A</p> <p>N/A</p> <p>£598.98</p>	<p><i>line with their current year group expectations by the end of Summer 2.</i></p> <p>Impact:</p> <ul style="list-style-type: none"> - Children have accessed most areas of PE and have been able to continue to develop fundamental skills. Fundamental skills and Being Active have been a priority whilst ensuring that Sports were accessed when possible due to Covid 19. Children have had limited access to contact sports and this needs to be reflected and addressed by next Year. - Lesson visits and Pupil voice have shown that children have accessed curriculum areas due to adapted Long term plans and gaps have been limited. - New equipment purchased has allowed more efficient teaching and learning as well as the opportunity to access linked sports in clubs. 	<ul style="list-style-type: none"> - Ensure that End of Unit assessments are used to highlight key skills or target groups that need addressing or support.
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<p>'Healthy Lifestyle' days to improve children's understanding of a healthy lifestyle, changing attitudes and behaviours over a period of time.</p>	<p>Meeting with SLT to discuss focuses for each 'Healthy Lifestyle' day.</p> <p>PE lead, PSHE lead and HoS to work collaboratively, providing plans linked to the key focuses for staff to access for own class.</p> <p>PE Lead to ensure we broaden the curriculum and experiences within these days.</p> <p>OAA activities planned across the year for all year groups – eg – visit to Carding Mill Valley</p> <p>Use of National Sports Week focus activities.</p> <p>PE Lead to provide staff with science and PSHE cross-curricular document in order to develop 'Lifestyle' days.</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>TBC</p> <p>N/A</p>	<p><i>A series of 6 days planned across the year, including 'well-being'.</i></p> <p><i>Whole school to take part in themed days</i></p> <p><i>Children to develop understanding of healthy lifestyles, including mental health, being active & healthy eating. This will be shown through participation and pupil voice.</i></p> <p>Impact:</p> <p><i>- A different focus has been used for our whole school days. These were also impacted through school closure in in Spring Term. We completed whole school projects based on being active and healthy eating. We also completed a whole school project based on the Olympics. All of these projects have allowed the children to learn life-skills as well as focus on well-being and healthy life-styles.</i></p>	<p><i>- PE lead and PSHE lead have reflected and discussed with Acting H of School. 6 days next year have been planned in – focusing on well-being, being active and healthy-lifestyles. These will support schools process to achieve Healthy Schools status.</i></p> <p><i>- Cross-curricular document will allow staff to plan and focus activities.</i></p>
<p>School Games Mark – to maintain Silver/achieve Gold.</p> <p>Competitions may be virtual due to Covid restrictions. Clubs may not go ahead.</p>	<ul style="list-style-type: none"> • Subject lead to sign up to School Games competitions and use of calendar. Subject lead to Liaise with MAT PE coordinators to arrange inter-mat competitions. • Use of minibuses for travel. 	<p>N/A</p>	<p><i>Participation in clubs to sustain Silver criteria of 35% of KS2 children taking part in an extracurricular activity, including 10% of children identified as less active.</i></p>	<p>To apply for School Games Mark and complete all requirements.</p> <p>Children to take part in a number of after-school club activities and sports.</p>

	<ul style="list-style-type: none"> • Staff cover for school day competitions. • The introduction of School website page. • House captains to take an active role in regular meetings with PE Lead and leading competitions within school. 	<p>TBC</p> <p>TBC</p> <p>N/A</p>	<p><i>Aiming for Gold criteria of 50% of KS2 children taking part in an extracurricular activity, including 15% of children identified as less active.</i></p> <p><i>Attendance of competitions, including B teams.</i></p> <p><i>School House Captains taking an active leadership role.</i></p> <p><i>The Website to higher the profile and celebrate PE and Sports in school.</i></p> <p>Impact:</p> <p>Children have taken part in a number of virtual competitions – both Local Authority and within our school MAT.</p> <p>Children have taken part in 2 whole school competitions. The first of these focused on fundamental skills and being active. The second focused on the Olympics.</p> <p>During Spring Term Lockdown – children were encouraged to stay active and achieve personal best scores through activities and pre-recorded videos. This supported children to stay active and continue to</p>	<p>School website page to be completed and utilised.</p> <p>House Captains to be actively involved in planning and carrying out.</p>
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			<p>practice and develop fundamental skills.</p> <p>School website is under construction and in final stages of completion. This will allow us to celebrate School PE, Sport and Games as well as provide parents with information and calendar dates – improving PESPPA profile</p>	
<p>Top up swimming lessons to increase % of children leaving year 6 with national requirements.</p> <p>Covid restrictions and risk assessments – no swimming lessons have taken place this academic year.</p>	<ul style="list-style-type: none"> • Subject lead to source and book top up lessons at second venue. • Subject Lead to book transport. • Subject Lead to track and gather data on all classes swimming. • PE Lead to research Swim England swimming certificates/awards – pupil voice showed that children wanted awards to show celebrate and show progress made. • PE Lead to develop how assessments are tracked and reported. 	<p>£1,368 £3,210 (estimated on last year's cost)</p> <p>TBC</p> <p>N/A</p>	<ul style="list-style-type: none"> • <i>Over a four year period, this will increase the percentage of children leaving year 6 with the national requirements and a key life skill.</i> <p>Impact:</p> <p>No swimming lessons have taken place this year due to Covid 19 restrictions and School Risk Assessments.</p>	<ul style="list-style-type: none"> - To continue with Pre-Covid 19 plan to increase swimming opportunities to all children. - PE Lead to research swimming certificates and awards – including swim safety.
<p>Use of cross-curricular interventions to improve active lifestyle and to have a positive impact on school improvement plan – focussing on key focus groups.</p>	<ul style="list-style-type: none"> • Subject lead to work with HoS and SLT to source and inform of different strategies and programmes available. • SLT to decide on focus areas and children. 	<p>N/A</p> <p>N/A</p>	<ul style="list-style-type: none"> - <i>Children from focus groups to access active learning.</i> - <i>Children to show significant engagement and progress within the</i> 	<ul style="list-style-type: none"> - Maths on the Move to continue – SLT to identify focus group – Year 4 and Year 5 – timetables. - SR to introduce FA Shooting stars Interventions – well-being,

	<ul style="list-style-type: none"> • Subject lead to liaise with companies to deliver. 	<p>(As costing in I1)</p>	<p><i>specified focussed area of learning.</i></p> <p>Impact:</p> <ul style="list-style-type: none"> - Introduced Maths on The Move across targeted Year groups. This included Year 1, 2, 4, 5 and 6 across the Year. - 96% of children on the Maths on the Move programme made at least expected progress. - Children showed enthusiasm for Maths, evidenced through staff and pupil voice/conversations. - Gross Motor and Fine Motor interventions (Cool Kid and Cool characters) have been used to support identified groups – evidence of impact has been observed both in PE Lessons and children’s control, as well as in other lessons and hand writing, pencil control and letter formation. - PE Lead has completed FA Shooting stars CPD – This will allow interventions focuses in fundamental PE skills but link to active literacy and storytelling. 	<p>fundamental skills, girls, SEND should be possible focus groups. SR to use data, assessments and pupil/staff voice.</p> <ul style="list-style-type: none"> - Continue to use Cool Kids and Cool Characters programmes. - Introduction of Orienteering as possible intervention, overlearn or pre teach resource. (Staff training) – this can be used across KS2 classes during both lesson times and lunch/playtimes.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Recovery Curriculum – Curriculum to be adapted.	<ul style="list-style-type: none"> - Autumn 1 curriculum to focus on Health & Fitness programmes/skills (Covid Recovery) - PE Lead to adapt Long term and Medium term plans to reflect the gaps in knowledge/skills due as a result of school closure. - PE Lead to adapt the vocabulary document as above. - Sports to reflect Health and safety Risk assessments due to Covid restrictions –no contact sports in Autumn 1 and this to be reviewed in line with Government guidance regularly. No swimming until Spring 1 and this to be reviewed. (Long term plan to reflect this) - Gaps in equipment for sports highlighted and purchased. 	<ul style="list-style-type: none"> - N/A - N/A - N/A - N/A - £598.98 	<ul style="list-style-type: none"> - Staff will be aware of the skills/vocabulary that need to be covered this year. - By the end of the year, all skills missed during closure last year will have been taught. - Children will have made progress to place them in line with their current year group expectations by the end of Summer 2. - Gaps in children’s activity levels including health, which have increased due to Covid, will be diminished. <p>Impact:</p> <ul style="list-style-type: none"> - Children have accessed most areas of PE and have been able to continue to develop fundamental skills. Fundamental skills and Being Active have been a priority whilst ensuring that sports were accessed when 	<ul style="list-style-type: none"> - Adapt next year’s LTP Curriculum plans to ensure all children have breadth of skills across all areas – paying particular attention to any areas missed due to Covid 19 restrictions and school closure in spring term. - Ensure that end of unit assessments are used to highlight key skills or target groups that need addressing or support.

			<p>possible due to Covid 19. Children have had limited access to contact sports and this needs to be reflected and addressed by next year.</p> <ul style="list-style-type: none"> - Lesson visits and Pupil voice have shown that children have accessed curriculum areas due to adapted long term plans and gaps have been limited. - New equipment purchased has allowed more efficient teaching and learning as well as the opportunity to access linked sports in clubs. 	
Staff training by Soccer 2000 to upskill staff.	<ul style="list-style-type: none"> • Meeting with Soccer 2000. • Staff meetings booked and focus decided. 		<ul style="list-style-type: none"> - <i>Staff will be confident to deliver the specified training focus within both curriculum time and clubs.</i> - <i>Staff voice will be collected</i> - <i>Staff will deliver sports as a club.</i> <p><u>Impact:</u></p> <ul style="list-style-type: none"> - This has not been completed due to limited staff cross overs and mixing. 	<ul style="list-style-type: none"> - Staff training to be focussed on differentiation (Focus identified from lesson visits).

<p>Staff training delivered by PE lead with focus in lesson content.</p>	<ul style="list-style-type: none"> • PE Lead to complete monitoring alongside Curriculum Lead in order to highlight meeting focus. • Cover for PE Lead. • PE Lead to deliver staff meeting to all teaching staff and HLTAs. • Revisit last year's staff meeting as this took place just before closure. 		<p><i>Staff will be confident to deliver the specified training focus</i></p> <p><i>Development of staff subject knowledge.</i></p> <p><i>Positive impact on the quality of teaching delivered for all pupils.</i></p> <p><u>Impact:</u></p> <ul style="list-style-type: none"> - Staff meeting PE Passport – How to use for club registers and access data analysis. Staff are now able to use for all club registers across school. This will allow subject leads and SLT to access data – for example – number of PP children that are accessing clubs. All registers are in one central place. - PE Slides, assessment and lesson content staff meeting. PE Lead has introduced non-negotiables with slides. These allow consistency across school as well as ensuring the quality of teaching and expectations are raised. This has been evident in lesson visits and has raised the profile and quality of a PE lessons. End of unit assessments have identified key groups of target children 	<ul style="list-style-type: none"> - Monitoring has shown that staff are using CPD that has been delivered - ensure slides and assessments are adapted where necessary and embedded across school. - Work with outside company to ensure they deliver the same quality and use PE slides to ensure constancy and progression. - Staff voice to determine individual or group CPD required. - Staff training for orienteering and cross-curricular links.
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			and key skills that need over learn or pre-teach. These have been used to inform next year's teacher.	
<p>Gymnastics training programme to upskill staff.</p> <p>Autumn 1 CPD will focus on teaching health related fitness programmes due to post-Covid plans.</p>	<ul style="list-style-type: none"> Meeting to confirm details of training required and staff. Gymnastics and Health and fitness programmes included on the long term curriculum plan. Training level 1 delivered across the year to all staff – years 1 – 6. 	<p>N/A</p> <p>N/A</p> <p>£5,320</p>	<ul style="list-style-type: none"> Upskilled staff so that gymnastics is introduced into the curriculum and taught across year groups. Children will gain a wider breadth of experiences and skills. Staff will have folders and be awarded certificates when completed. <i>Gaps in children's activity levels including health, which have increased due to Covid, will be diminished.</i> <p>Impact:</p> <ul style="list-style-type: none"> PE Lead had focused CPD on gymnastics but due to Covid 19 – this focus was changed. Staff have received CPD in other areas with focus on key objectives and skills. From lesson visits and pupil voice – impact has shown quality of teaching and learning has improved as well 	<ul style="list-style-type: none"> CPD – Focus on Gymnastics for those staff who have not yet received training. Monitoring has also highlighted CPD focus for differentiation.

			as staff confidence. This means that children across all year groups are accessing a broad and balanced PE curriculum.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase opportunities for pupils to take part in extra-curricular physical activity. (Covid restrictions will apply and this will be carried out when possible)	<ul style="list-style-type: none"> Whole school approach to active lessons using outdoors (Covid 19 Recovery) Introduction of Balanceability with Year 1 children. Subject lead to source CPD for a wider range of sports/clubs. A range of Lunchtimes activities and sports across all year groups. Subject lead to source outside school contacts to provide clubs/extra-curricular activities: e.g. cricket and gymnastics. 	N/A £2030 plus Vat TBC N/A TBC N/A	<ul style="list-style-type: none"> Gaps in children's activity levels including health, which have increased due to Covid, will be diminished. Year 1 children to take part in extra-curricular, life skill activity – helping to improve balance, over-weight and obesity rates. A wider range of clubs offered compared to previous years. Children engaging in pupil voice, showing confidence and enthusiasm. All groups of pupils are represented within extra-curricular activities. 50% of identified groups 	<ul style="list-style-type: none"> Balanceability to continue as a Year 1 activity and form part of transition from EFYS. Extra-curricular clubs to be re-introduced fully – giving children opportunity to embed skills they are learning in PE lessons, to be active and take part in competitions. PE Lead to track Clubs participation. Introduce cross-curricular resources to staff and use across different curriculum areas – eg Geography. Use

	<ul style="list-style-type: none"> • Subject lead to focus on girls with PP and SEND – track participation and ensure • Introduction of OAA across year groups 1-6, planning trips as well as improving resources in school. • Subject lead to track clubs and participation, particularly of groups – PP, SEND using PE passport data. • Subject lead to obtain pupil voice for clubs & physical activity that pupils would like. • Introduction of interventions through Maths On the MOVE, Active Literacy. • Introduction of Whole School competitions to apply previously taught skills and increase physical activity. 	<p>TBC</p> <p>N/A</p> <p>N/A</p> <p>£3,800 MOTM</p>	<p><i>(Girls/SEN/PP) accessing an extra-curricular club.</i></p> <p><i>A minimum of 15% of children identified as less active.</i></p> <p><u>Impact:</u></p> <ul style="list-style-type: none"> - 18.12.20 – This has been disrupted due to Covid restrictions and Risk Assessments. Clubs are beginning to be introduced in Spring Term with link to PE lessons and skills being taught. Covid restrictions still limiting some choices. OAA has been taught across year groups: 1, 4 & 6 at present. - Due to Covid 19 and risk assessments, after-school clubs and extra-curricular activities have been limited. Before and after-school clubs were introduced in summer term but restricted to class teacher/bubble. Clubs were based on well-being and not all 'active'. Of those that were active, good uptake was evident, on average, 50% of class. This allowed children to improve activity levels as well have a positive impact on well-being. 	<p>and at lunchtime as timetabled activity to support 30 minute per day activity.</p>
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			<ul style="list-style-type: none"> - Use of lunch time has been crucial to improve and ensure children were activity. Resources/Games and activities were introduced and used alongside Covid 19 guidelines. For example – table tennis, ball skills. Allowing children to improve activity levels and work towards the recommended 60 minutes a day. - Balanceability in Year 1 was successful – all children learning to ride a bike before the end of the year. Year 2 target group were also identified to enable them to learn life skill. As well as life skill, children were active and developing key fundamental skills of balance and co-ordination – having a positive impact in PE lessons also. Good fundamental skills have been observed in lessons and understanding of these key skills have been evident in Pupil voice. - 96% of children on the Maths on the Move programme made at least expected progress. 	
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<p>Lunchtime activities to include a range of sports and activities to broaden experiences for children.</p>	<ul style="list-style-type: none"> • PE Lead to liaise with Senior Lunchtime Supervisor to map opportunities. • Play leaders and Senior Lunchtime Supervisor to attend Play Leader training. • PE Lead to support Lunchtime Supervisors to set up PL system and activities. • PE Lead to liaise with Lunchtime supervisors to introduce personal best charts for lunchtimes. • PE Lead to meet with HoS and SLT to discuss ways of improving activity at playtimes. 	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p><i>Play leaders to be able to deliver and support a range of activities.</i></p> <p><i>Lunchtime Supervisor to support children and train other Lunchtime Staff/Play leaders.</i></p> <p><i>Activities set up.</i></p> <p><i>Play Leaders to achieve their rewards and time stickers.</i></p> <p><i>Play leaders are able to lead and deliver confidently and effectively.</i></p> <p><i>Children are able to access a range of activities at Lunchtime.</i></p> <p><i>Behaviour incidences are minimal.</i></p> <p><u>Impact:</u></p> <ul style="list-style-type: none"> - Use of lunch time has been crucial to improve and ensure children were activity. Resources/Games and activities were introduced and used alongside Covid 19 guidelines. For example – table tennis, ball skills. Allowing children to improve activity levels and work towards the recommended 60 minutes a day. 	<ul style="list-style-type: none"> - Re-introduction of personal best folders. - PE Lead work with new Senior Lunchtime Supervisor to ensure range of activities and opportunities. - Introduction of Orienteering as resource for KS2. - Consider how to improve playtime provision.
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<p>To develop provision of OAA provision across school.</p>	<ul style="list-style-type: none"> • PE Lead to source OAA equipment providers. • PE Lead to meet with SLT to plan OAA days across the year for all year groups. (1-6) • PE Lead to incorporate other agencies/trips to enhance opportunities – eg Wolf Mountain in school and trips to Carding Mill Valley. 	<p>TBC</p> <p>N/A</p> <p>TBC</p>	<ul style="list-style-type: none"> - Children will gain a wider breadth of experiences and skills. - <i>Children to develop understanding of healthy lifestyles, including mental health, being active & healthy eating.</i> - <i>Increased confidence and self-esteem of pupils when engaging in new activities.</i> - <i>Gaps in children’s activity levels including health, which have increased due to Covid, will be diminished.</i> <p>Impact:</p> <ul style="list-style-type: none"> - Children have been able to improve activity levels as well as problem solving, reasoning, team building and leadership skills. - (Have not been able to go on trips due to Covid 19 Risk assessment and restrictions). 	<ul style="list-style-type: none"> - Continue to embed across school. - Use as intervention, lunch times.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>School Games Mark – to maintain Silver/achieve Gold.</p> <p>Competitions may be virtual due to Covid restrictions. Clubs may not go ahead.</p>	<ul style="list-style-type: none"> • Subject lead to sign up to School Games competitions and use of calendar. Subject lead to Liaise with MAT PE coordinators to arrange inter-mat competitions. • Use of minibuses for travel. • Staff cover for school day competitions. • The introduction of School website page. • House captains to take an active role in regular meetings with PE Lead and leading competitions within school. 	<p>N/A</p> <p>TBC</p> <p>TBC</p> <p>N/A</p>	<p><i>Participation in clubs to sustain Silver criteria of 35% of KS2 children taking part in an extracurricular activity, including 10% of children identified as less active. Aiming for Gold criteria of 50% of KS2 children taking part in an extracurricular activity, including 15% of children identified as less active.</i></p> <p><i>Attendance of competitions, including B teams.</i></p> <p><i>School House Captains taking an active leadership role.</i></p> <p><i>The Website to higher the profile and celebrate PE and Sports in school.</i></p> <p>Impact:</p> <p>- Children have taken part in a number of virtual competitions – both Local Authority and within our school MAT.</p>	<ul style="list-style-type: none"> - To apply for School Games Mark and complete all requirements. - Children to take part in a number of after-school club activities and sports. - School website page to be completed and utilised.

			<p>Children have taken part in 2 whole school competitions. The first of these focused on fundamental skills and being active. The second focused on the Olympics.</p> <p>During Spring Term Lockdown – children were encouraged to stay active and achieve personal best scores through activities and pre-recorded videos. This supported children to stay active and continue to practice and develop fundamental skills.</p> <p>School website is under construction and in final stages of completion. This will allow us to celebrate School PE, Sport and Games as well as provide parents with information and calendar dates – improving PESPPA profile</p>	
<p>House team competitions within school to provide personal best and competitive sport opportunities.</p>	<ul style="list-style-type: none"> • PE Lead to meet with SLT to discuss. • PE Lead to provide plans/events for individual classes. • PE Lead to incorporate these into the Healthy Lifestyle days. 	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p><i>This will allow all children to take part in competitions across the year as well as working towards personal best goals.</i></p> <p>Children will evidence their personal best/scores.</p>	<ul style="list-style-type: none"> - PE House Captains to take an active role. - Re-introduction of House points and prizes. - Use of house competitions across school – explore the possibility of imbedding into PE lessons.

	<ul style="list-style-type: none"> PE Lead to arrange PE House captain meetings, involving house captains with organising and delivering the competitions. 	N/A	<p><u>Impact:</u></p> <p>18.12.20 – Children took part in first whole school competition in Autumn 2. PE Lead and SLT decided to focus on previous terms PE skills so children given opportunity to revisit and embed previous skills taught. This worked well and children were able to recall key vocabulary as well as skills. Children enjoyed taking part in a competitive event and this showed to support their well-being. PE Lead and SLT have decided to continue with the focus of previous terms skills for each half termly event.</p> <p>Spring term school closures.</p> <p>Summer term – Olympics whole school event. Ceremony and sporting events. Children enjoyed taking part in a whole school event. They were able to experience competition whilst learning knowledge about new sports and world events. This Cross-curricular event included the design and making of a 'Berrybrook Olympics torch', materials investigation and costing of materials. For the opening ceremony, children learnt about traditions of countries</p>	
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			they represented. Children enjoyed watching other classes opening ceremony and this linked to British Values and a sense of community and belonging. Children applied skills they have learnt to different sporting events.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	