

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

2021/22

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

Additions by:



ALLISON
CONSULTANCY

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage, and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make additional **and sustainable** improvements to the quality of Physical Education, School Sport, and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences



your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st of July 2021. To see an example of how to complete the table please click [HERE](#).

Funding Available for 2021/22

DfE: Conditions of Grant - Underspend

The 2020/21 Conditions of Grant were updated to include an **in-year variation regarding the funding.**

Any unspent funding on 31 July 2021 can be carried forward into the 2021 to 2022 academic year. This applies to unspent funding from the 2020 to 2021 academic year, and to any unspent, carry over funding from the academic year 2019 to 2020. All funding carried forward into the 2021 to 2022 academic year must be spent by 31 July 2022.

Please, now see our Budget Summary below which identifies any Underspend, our 2021/22 Premium and our Total Funding available for 2021/22. This is then followed by our 2021/22 Action Plan including related COVID19 Safe-Practice measures.

Budget Summary for 2021/22

Total amount of any unspent funding at 31st July 2021, to be carried forward - £12,613

2021/22 Premium - £17,950

Total Funding for 2021/22* £30,563

*To be spent and reported upon by 31st July 2022.

PE Lead Self-Review (Tracking & Monitoring)
COVID: PESSPA Safe Practice - Action Plan Delivery - Budget (Including any Underspend)

To support you to track and monitor COVID: PESSPA safe practice, the delivery of your Action Plan, and to meet the deadline for spending any Underspend carried over from the last two years, please 'tick' as appropriate the boxes below. Please also identify in 'Red' in the 'Funding Column' in your Action Plan below where you allocate any Underspend.

1. COVID: PESSPA Safe Practice

Is COVID: PESSPA Safe Practice being followed by staff and children across your school / academy?	End of Term 1	End of Term 3	End of Term 5
	YES	YES	

2. Action Plan

Are you on track to deliver your Actions contained in your Action Plan?	End of Term 1	End of Term 3	End of Term 5
	YES	YES	

3. Budget: Underspend

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

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>(Please note that whilst we achieved key aspects of our planned programme for 2019/20, many aspects had to be postponed due to COVID19. Where appropriate these will now be carried over to this year.)</p> <ol style="list-style-type: none"> 1. GAT Membership including central training days and bespoke support enhance knowledge, skills, understanding and confidence of new PE Lead 2. Increased amount of participation in inter school competitions increasing wider sporting opportunities for children. 3. Children are accessing a wider range of sports (such as quidditch) during curriculum time and in after-school/ lunchtime clubs 4. Children were getting regular physical activity within school before covid-19. 5. Children have had a wide range of sports offered to them through, curriculum time and extra opportunities. 	<ol style="list-style-type: none"> 1. To further develop knowledge and delivery of the P.E curriculum for all staff through the use of external providers and CPD opportunities. 2. Re-engage with competitions that are provide by outside agencies (School Games etc..). This was lost due to Covid-19 restrictions. 3. Look at different activities to help promote children's '30 minutes a day.' 4. P.E lead to look at new schemes of learning to help staff with planning and delivery of the P.E curriculum. 5. To help children become increasingly aware of the positive impacts physical activity and healthy lifestyles have on their bodies and mental-wellbeing.

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

With regards to the planning (Intent) of what we want to achieve this year, we have ensured that we have referred to all national and local COVID19 guidance available at the time in relation to each of the PE & Sport Premium Outcome Indicators.

With regards to delivery (Implementation) of our Action Plan we will amend any actions as appropriate in line with any new guidance as it emerges.

Specifically, with regards to delivery, we will adhere to all latest national COVID19 guidance including the requirements relating to:

- ✓ *The engagement of external providers to work alongside children and staff in a range of roles including teaching / coaching, extra-curricular activity provision, competition, leadership training, and CPD.*
- ✓ *Visiting and using external sites and facilities*
- ✓ *The safe use of sports equipment and resources including all hygiene protocol*
- ✓ *Competitive opportunities both within our academy and against other schools and academies*

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>	54%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	20%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Will be done in Summer Term
<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

Action Plan and Budget Tracking

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



Academic Year: 2021/22		Total fund (Including any Underspend): £30, 563		Date Updated: 15/12/21	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: %
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
1. Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities.	<p><i>We will ensure that all national COVID19 guidance, Trust and local policy is followed regarding engaging external providers to work alongside staff and children with regards to activity provision.</i></p> <p>1. Engage 'Coaches' to extend physical activity opportunities</p> <ul style="list-style-type: none"> Provide additional healthy, physical activity opportunities inside and outside of curriculum time, including activities the children haven't experienced before. Provide CPD for staff. Activities and coaches outlined in section 4 		£3,500 £2,500	<ul style="list-style-type: none"> Active Playground Co-Ordinator and coaches are now engaged. 30 Minute a Day tracker audit complete which shows progress made. 30 minutes a Day activity timetable in for every class and sent to the principal weekly. The tracker is with the P.E lead. All programmes in place and children engaging on a regular basis Extended Extra-Curricular Sport and Physical Activity Programme Participation Registers PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys Staff voice Equipment purchased 	
2. To help children become increasingly aware of the positive impacts physical activity and healthy lifestyles have on their bodies and mental wellbeing.	<p>2. 30 Minutes a Day Programme</p> <ul style="list-style-type: none"> Continue to work with Allison Consultancy to use 30 Minutes a Day tracker to complete staff audits and establish baseline of provision for all classes and for the academy as a whole Repeat audit in Terms 3 and 5 to evidence progress Pre-populate class templates to support staff 		(Through GAT package of support - see Section 3 below)	<ul style="list-style-type: none"> Continue to build upon this next year with dance to be a particular focus this will target non-engagers who have requested they would like to have more dance opportunities. Identify other areas of development from staff voice and engage coaches based on this. 	

	<ul style="list-style-type: none"> • Target and support any children not achieving 30 Minutes • CR to deliver training opportunities (to new staff) on how to use resources bought in to promote the active 30 minutes a day. • Audits and learning walks to observe 30 minutes a day physical activity. • Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class • Slots in briefings to share successes/good resources <p>3. Allison Consultancy to provide Active Playground Training to extend activity opportunities at lunchtimes</p> <p>Support to include:</p> <ul style="list-style-type: none"> • Training for Lunch-time Supervisors • Support for the Active Playground Co-ordinator (MS) • Training for new co-hort of Young Leaders (Year 5's) • Linked to Year 6 Purple Pounds scheme. <p>4. Pupil and Staff Voice</p> <ul style="list-style-type: none"> • Capture pupil and staff voice in Term 2 to identify where staff would like to improve on their knowledge of the P.E Curriculum • Review in Term 5 to identify strengths and knowledge staff have gained from external providers and review area for development and build into next academic year. <p>5. Targeting non-engagement</p> <ul style="list-style-type: none"> • Review participation registers to identify non-participants. • Pupil voice to identify reasons for non-participation. • Offer some extra opportunities first to be picked for extra-curricular activities etc. • Pupil questionnaire for clubs they would like to do. • Year 6 active Purple Pounds activities. • Wider activities for the children such as Quidditch and Circus Skills 	<p>(Cost in section3)</p> <p>(See costs in Section 4 below)</p>	<ul style="list-style-type: none"> • Increased awareness of the wide range of different types of healthy activity available • Increased opportunities for healthy activity available, particularly outside • 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 • Increased number of children participating in school clubs • Children are accessing structured, healthy physical activity at lunchtimes. • Children engaging in healthy, physical activity within other curriculum subjects e.g., Science • Fitness levels for all, but with a particular focus on the less active children, will increase. • The 30 minutes a day will mean children get a 'change in cognitive activity and their focus and concentration will increase during lesson times. • Pupil Voice: Identify from the children's activities that they enjoy, any new activities they would like to take part in and barriers to their participation • Target children not engaging • Staff Voice: Use staff voice to ensure that funding is targeted in the areas that staff feel that they need specific support with. Questionnaire can be anonymous so that staff can be open and honest about areas they struggle with. • From this specific training will be focused on upskilling staff in areas they need not subject knowledge 	<ul style="list-style-type: none"> • The enhancement days such as dance and judo have had an impact with non-engagers. • COVID19: PESSPA System of Controls our children are now coming to school in PE kit on the days that they have PE. This means children have more time and a higher quality of lesson in P.E and more children are participating because they are already in kit. • Enhanced safe practice with regards to COVID19 • Less problems with children having no PE kit • Enhanced participation in PESSPA • Policy has now been changed so that this will become the normal practice going forwards. • Active playgrounds have yet again proved to be successful in
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	<p>6. Increase sporting opportunities at lunch time to promote 30 minutes a day activity</p> <ul style="list-style-type: none"> • Due to COVID19 this will now be delivered in the Summer Term and implemented in September • Year 5/6 Young Leader Active Playground training to promote the use of the playground at lunchtimes • Identify and train a Playground Co-ordinator to co-ordinate the programme across the academy • Train Lunchtime Supervisors • Invest in and develop the playground resources to extend the activity opportunities to engage the children in healthy activity and ensure sustainability • Purchase new equipment to support the programme • Year 6 to have training and run activities and sports based on their interests as part of their team captain roles. • Lunchtime Equipment to be purchased to support these activities <p>7. A-Life healthy lifestyle and wellbeing (Summer 2022)</p> <ul style="list-style-type: none"> • Workshops on how to eat healthy and the impact physical activity has on the mind. • Further promote the importance of physical activity and the impact it has on their bodies. <p>6. Health and Well-being week (05/07/21 – 09/07/21)</p> <ul style="list-style-type: none"> • Majority of lessons to have a focus on the importance of a healthy lifestyle fitness and wellbeing. • Workshops at the end of the week to promote the importance of a healthy lifestyle. • P.E lead to launch in assembly. 	<p>(Cost of equipment in section 4 below)</p> <p>£720</p>	<p>and confidence to deliver high quality pe.</p> <ul style="list-style-type: none"> • Add this in- See Evidence, Outcome, and Impact statements above • Active Playground Co-Ordinator and coaches are now engaged. • 30 Minute a Day tracker audit complete which shows progress made. • 30 minutes a Day activity timetabled in for every class and sent to the principal weekly. Are stats held for this or does this feed into the tracker? • All programmes in place and children engaging on a regular basis • Extended Extra-Curricular Sport and Physical Activity Programme • Participation Registers • Playleaders to be trained and to organize, run and lead small games to encourage children to enjoy more positive and active playtimes. To boost children social and emotional skills and gaps in physical activity. • Children gain knowledge of how to keep their bodies healthy. • Children have become increasingly aware of the positive impact of physical activity. • Cross reference made to new RHE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with RHE • COVID Safe Competition opportunities developed • Well-Being Week to take place in 2022 • Sense of health and well-being improved • Greater understanding of how PE & Sport Premium can support achievement of whole-school 	<p>school. Continue this next year and continue to link to purple pounds scheme.</p> <ul style="list-style-type: none"> • Sports person of the half term has started to raise awareness of different sports and famous athletes. Continue this next year and monitor impact it is having • SLT and P.E lead have made sure children get mentioned for taking part in extracurricular activities in Friday assemblies to promote success in school.
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			<ul style="list-style-type: none"> priorities and outcomes for children Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour Key Strategic Actions Identified which will have the greatest, most sustainable outcomes for our children 30 Minute strategies in place and enhanced engagement in lessons Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour Increased understanding of the benefits of exercise for health Children have more awareness of different athletes and sports people and different sports they can try. 	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
1. Support the development of the whole child through the achievement of whole school outcomes because of a focus on PE, School Sport and Physical Activity	1. '5 a Day' Scheme <ul style="list-style-type: none"> PE leader to continue the '5 a day' scheme which involves a range of short activities lasting 5 minutes which improve health and fitness in a dance style format. Introduce active sessions in other curricular areas. Timetabled for all classes. Achieved by- go noodle, 5 a day, maths of the day. 		See Evidence and Impact Statements in Section 5 below but these would include: <ul style="list-style-type: none"> This is a great source to extend physical activity in the classroom, to have bursts of 5 minute 'brain breaks' or transitioning from one subject to the next. Some classes use this resource every day and has had an impact on 	<ul style="list-style-type: none"> Continue to use '5 a day' scheme. However, ensure all staff know where it is and how to use it correctly. Look at installing daily mile track at school to help develop 30

	<p>2. Young Leader Active Playground training</p> <ul style="list-style-type: none"> • See Section 3 below • Involves a range of practical challenges and activities to develop leadership and team-buildings skills transferable across the academy. <p>3. Outdoor & Adventurous Activity (OAA) – Sherwood Forest</p> <ul style="list-style-type: none"> • Year groups 3 and 4 to be included in these Outdoor Adventurous Activities. • Activities to include climbing, water sports and other team building exercises. • All classes to complete orienteering. <p>4. 30 Minutes a Day</p> <ul style="list-style-type: none"> • Specific planning and guidance to develop our school 30 min offer to all pupils – link to learning in other subjects (see Sections 1 and 3). • P.E lead to share resources with children. <p>5. Sports person of the half-term</p> <ul style="list-style-type: none"> • Every half-term P.E lead will do an assembly on a famous sports person. • The aim of this is to expose children to different positive role models and the impact they have had on sports and their communities • Linking to whole school push on careers. 	<p>(Cost in section 3 below)</p> <p>£4,000</p>	<p>well-being in school.</p> <ul style="list-style-type: none"> • Used during ‘wet break’ for children to still get exercise. • 30 minutes a day E-tracker shows impact and when staff are using this. <ul style="list-style-type: none"> • Team building/ social interaction skills developed. • For the Y3s that come up from the infant school it’s a good opportunity for them to work together and get to know each other. <ul style="list-style-type: none"> • Active playgrounds timetable • Forest School planning. • Resources shared in PPA room with staff. <ul style="list-style-type: none"> • Link to whole school career mark. • Presentations shared with all staff to refer to. • Assembly timetables. • Children to complete reflection. 	<p>minutes a day.</p> <ul style="list-style-type: none"> • Outdoor adventurous activity to happen 1 summer 1.
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Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity	<p>Staff CPD Programme</p> <p>1. Re-visit staff CPD needs and support from PE Lead particularly with reference to COVID19</p> <ul style="list-style-type: none"> Staff will need essential guidance and support in delivering purposeful PESSPA within the COVID19 framework. PE Learning Walks to help identify needs PE Lead to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff <p>2. GAT Membership Support Package</p> <p>Purchase membership of GAT PE and Sports Programme. Support to include:</p> <p>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</p> <p>3 x Central GAT PE Co-ordinator Network Development Days</p>	£2,400	<p>Evidence</p> <ul style="list-style-type: none"> Discussions with staff Learning walk information Updates from PE Lead <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Staff aware of and following latest COVID19 – PESSPA Safe-Practice Identification of strengths and areas of staff need with regards to training More effective subject leadership Subsequent CPD bespoke to meet identified needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children following all latest COVID19 – PESSPA Safe-Practice Children engaged in more effective, enhanced provision from upskilled staff Increased PESSPA opportunities provided by staff 	<ul style="list-style-type: none"> Staff CPD has enhanced knowledge of how to deliver sports. Continue to look at this next year and book coaches accordingly to support. P.E lead has benefitted massively from GAT support and has shared information with staff and SLT. First Aid training for P.E lead has meant competitions can happen.

Support to include:

- Updates and guidance on latest national and Trust requirements with regards to COVID19 PESSPA Safe-Practice
- This includes information from DfE, Youth Sport Trust, the national Association for PE (afPE), GAT and Allison Consultancy
- Review of website and updating of PE & Sport Premium information required to meet Conditions of the Grant funding including spending of the Underspend from last year due to COVID19
- Sharing of best practice to support pupil well-being
- PE and Sport Premium preparation for inspection: RAG Review and identification of key actions
- Ofsted and DfE requirements in relation to PE and School Sport Premium
- Quality Assurance of Planning and delivery for PE
- Safe-guarding
- Health and Safety Updates
- Sharing of best practice
- PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff
- Access to Sport Plan (12000 lesson plans)

2 x In-school, bespoke days of support

Day 1: (29/11/21) – Bespoke Training for P.E Lead

- PE and Sport Premium
- New Conditions of the Grant
- Developing 2021/22 PE and Sport Premium Action Plan
- 30 Minutes a Day – collation of data onto e-Tracker
- Assessment in PE

Day 2: (2/03/22) Learning walks and PESSPA

Support to include:

- Updates and training for PE Lead depending upon needs
- Focus on learning walks and the delivery of P.E across school.
- Tracked with 30 minute a day tracker

Evidence

- Membership purchased
- Central Development Days attended
- In-school training days from Allison Consultancy taken place
- Deadline for PE & Sport Premium Underspend met
- Staff aware of and following latest COVID19 – PESSPA Safe-Practice
- Discussions with staff and children
- Costed, 2020/21 PE and Sport Premium Plan in place using new national template
- All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete
- Templates on website and web-compliant
- New PE MAPs being used across all classes
- Enhanced pupil progress and attainment data for PE available
- Quality Assurance of planning, teaching, and learning and assessment
- Assessment scheme is being regularly used
- PE Learning Walk sheets

Impact / Outcomes for staff:

- Staff aware of and following latest COVID19 – PESSPA Safe-Practice
- Enhanced subject leadership
- Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template
- Clearer understanding of the updated National Outcome Indicators
- A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children
- Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons
- Staff upskilled to deliver enhanced

	<p>3. Alison Consultancy</p> <p>Purchase two additional days of support from Allison Consultancy</p> <p>1 x Day (6/6/22)</p> <p>Active Playgrounds</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). • Continue to link with Year 6 Careers. <p>1 x Day (7/6/22): Rounders Day</p> <ul style="list-style-type: none"> • Training for all staff on how to deliver rounders. • Children to have bespoke day tailored to each year group's needs. <p>4. Engage Coaching companies and local clubs to work with staff and children.</p> <p>Training on:</p> <ul style="list-style-type: none"> • Gymnastics • Invasion Games • Dance • Judo • Archery • Cricket Tennis <p>4. Academy Staff Internal CPD Programme</p> <ul style="list-style-type: none"> • PE coordinator to conduct a new staff PE audit of training needs. • PE Coordinator to deliver new staff CPD session to develop assessment in PE. • PE coordinator to carry out learning walks to assess impact of training/quality of PE provision. 	<p>£1000</p>	<p>provision in PE lessons</p> <ul style="list-style-type: none"> • Increased confidence in making and recording assessments in PE • This will support enhanced planning and delivery of PE lessons based on targeted needs of our children • Sustainability: new resource in place and can be used year on year • Academy can track and monitor children's progress and attainment against national age-related expectations and target intervention and support for staff and children where required • Improved assessment and monitoring • Assessments in PE (including swimming) are clear and accurate, with input from teacher and coach • PE Lead upskilled and ready to support implementation of PE assessment system <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Children following all latest COVID19 – PESSPA Safe-Practice • Effective use of the funding leading to enhanced PESSPA provision and opportunities for children • Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children • Children learning through all areas of PE as required by the National Curriculum • Children experience a wider range of exciting, less traditional activities both within and beyond the curriculum • Children receive a broad and balanced offer within and beyond the curriculum • Enhanced opportunities for healthy exercise through the 30 Minute a day and Active Lunchtime programmes • Children engaged in enhanced, more effective PE lessons • Enhanced pupil understanding of and learning across all four areas of National Curriculum PE • Children will have the opportunity to develop each aspect, not just the 'Physical' • Enhanced tracking and monitoring of pupil progress and attainment leading to more targeted lessons based on pupil need • Greater pupil progress and attainment in PE against national, age-related expectations • Increased pupil progress in PE 	
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	<ul style="list-style-type: none"> PE coordinator to disseminate key information and training to teaching staff throughout the school. <p>5. Nottingham P.E Conference 2021</p> <ul style="list-style-type: none"> P.E lead attended conference for Nottinghamshire's vision for P.E 3 works shops were attended on: Mental health and P.E, Leading Changes in P.E and physical literacy. P.E lead relayed the information to staff. <p>6. First Aid for P.E Co-ordinator</p> <ul style="list-style-type: none"> P.E lead to attend emergency first aid training on 8/12/21 Need to be able to take children out to competitions, events etc... <p>7. Coaches to support staff with CPD</p> <ul style="list-style-type: none"> Coaches purchased based on Staff Voice Support provided in areas of need Teachers work alongside coaches to deliver high quality P.E lessons. 	<p>(£55)</p> <p>(£500)</p> <p>(Cost of coaches included in section 1)</p> <p>(Cost of supply for this section included section 5)</p>	<ul style="list-style-type: none"> Enhanced quality of learning Improved challenge and engagement across all pupils <p>Evidence</p> <ul style="list-style-type: none"> Sharing of COVID19 – PESSPA Safe-Practice guidance and requirements On-going monitoring of practice taken place (COVID19 – PESSPA Safe-Practice Learning Walks) Training arranged Lesson Plans Lesson Observation Learning walks Discussions with staff Equipment / resources purchased <p>Impact on staff:</p> <ul style="list-style-type: none"> Improved confidence in teaching good and outstanding PE lessons Clear understanding of how to plan and deliver PE lessons that engage children in healthy, sustained, vigorous physical activity More effective planning skills including clearer differentiation within lessons <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children involved in more regular, healthy, sustained, vigorous physical activity in PE lessons Improved quality in teaching, learning and assessment in PE for all children Increased pupil progress in PE Pupils developing enhanced Fundamental movement skills Improved challenge and engagement for all pupils 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %	
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Increase the range of healthy, physical activity opportunities outside of the curriculum to engage more children	<p>1. COVID19 - Safe-Practice: Physical Activity</p> <ul style="list-style-type: none"> Review each term and ensure that all Physical Activity currently being delivered meets all national, Trust and local COVID19 requirements Amend or, if need be, cancel any activities that do not meet COVID19 – Safe-Practice requirements Identify and develop any new healthy, physical activity opportunities that meet COVID19 safe-practice requirements and can be safely provided Within COVID19 safe practice identify opportunities and resources to support classroom based healthy, physical activity, active learning opportunities that help to meet the 30 Minutes a Day requirements for every class Identify COVID safe-practice activity ideas from colleagues at GAT Network Group Re-book activities that had to be postponed this year due to COVID19 <p>2. Pupil Voice</p> <ul style="list-style-type: none"> PE Lead to develop Microsoft resource Use with children in the Summer Term 			<p>Evidence</p> <ul style="list-style-type: none"> All Physical Activities taking place meet all COVID19 – Safe-Practice requirements Children engaging on a regular basis 30 Minutes a Day activity timetabled in for every class New equipment purchased and used – includes equipment for the PE Cupboard, Lunchtimes and for Outdoor PE Widened range of healthy activity opportunities Extended Extra-Curricular Sport and Physical Activity Programme Active Playground Programme in place Participation Registers Increased number of children participating in school clubs PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice survey completed using new Microsoft resource developed by 	<ul style="list-style-type: none"> Afterschool clubs and lunchtime clubs have had an impact on non-engagers. Continue to deliver this programme next year. Use pupil voice to guide next year's curriculum and extra opportunities children would like. Strictly come dancing has been a huge success. Look at getting company to deliver curriculum as dance has been identified as an area for development in staff voice.

	<ul style="list-style-type: none"> Identify from the children's activities that they enjoy, any new activities they would like to take part in and barriers to their participation Target children not engaging <p>3. Engage Sports Coaching Company to extend physical activity opportunities</p> <ul style="list-style-type: none"> This has been carried over to next Year Academy to ensure that any external staff are fully up to date with and following all national, Trust and local guidance and requirements in relation to COVID19 – PESSPA safe-Practice On-going monitoring of practice by PE Lead COVID19 – PESSPA Safe-Practice Learning Walks) Coaches to provide an increased range of activities on the playground at lunchtimes for two days of the week Coaches will have a particular focus on engaging children who do not normally take part Coaches to use classroom spaces if wet to get children involved in activities to engage children in physical activity <p>4. Strictly come Dancing</p> <ul style="list-style-type: none"> Hired strictly coach Robin Winsor Provided enrichment day for children. Gave staff CPD on how to teach dance. <p>5. Judo Days</p> <ul style="list-style-type: none"> All children to take part in Judo activities CPD provided to staff in after school twilight. <p>6. Archery Day</p> <ul style="list-style-type: none"> Teach children about archery skills. <p>7. Scooterbility</p> <p>Teachers' children how to be safe on the roads and how to use scooters correctly.</p> <p>8. Rounders Day</p> <ul style="list-style-type: none"> Interhouse tournament provided by Allison consultancy Teach children the basic skills of rounders 	<p>(Costs outlined in section 1)</p> <p>(Costs outlined in section 1)</p>	<p>the PE Lead</p> <ul style="list-style-type: none"> Resources purchased <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity 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 Increased number of children enjoying taking part in school clubs Children are accessing structured, active games during lunchtimes Increased stretch and challenge for more able, talented table-tennis players Class sets of equipment available to ensure a high quality to PE and a range of activities are available. Equipment available to ensure children can access active lunchtimes. More children able to access equipment at lunch time and be involved in active lunches. <p>Increased pupil:</p> <ul style="list-style-type: none"> Experience of competition against self and others Experience and understanding of rules and scoring systems Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship 	<ul style="list-style-type: none"> Judo was a huge success. Look at after school club for next year. Scooterbility rearranged due to weather.
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			<ul style="list-style-type: none">• Confidence <p>See Evidence, Outcome, and Impact statements above</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:
Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	<p>1. Participate in GAT Competitions</p> <ul style="list-style-type: none"> Dance festival Athletics <p>2. Inclusive competitive PE Curriculum Sports Competition Programme</p> <ul style="list-style-type: none"> Give all children more opportunities over the school year to experience competitive opportunities PE Lead to review curricular programme and identify competitive opportunities Currently these will be non-contact in nature Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all Ensure that all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the year Competitions must involve ALL children Develop new templates for scoring etc <p>3. Kirkby and District Primary Ashfield schools FA-League, Cups</p> <ul style="list-style-type: none"> Children who attend football club transfer their skills in a competition-based setting. 	<p>Cost of travel to competitions (£2500)</p> <p>Cost of Supply (£2000)</p> <p>Cost of payment staff to attend (TA) (£500)</p>	<p>Evidence</p> <ul style="list-style-type: none"> Competition Programme Summary Sheet PE Units of Work developed to include competitive opportunities New Sports and physical activity competitive opportunities in place Participation Registers Resources to plan and deliver programme <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Sustainability – Teaching Staff able to deliver COVID19 – safe competitive sport / physical activity opportunities for their children in lessons <p>Leading to the following outcomes accessible <u>by all children</u>.</p> <p>Increased pupil:</p> <ul style="list-style-type: none"> Experience of competition against self and others Experience and understanding of rules and scoring systems Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship Confidence 	<ul style="list-style-type: none"> Continue to take part in School Games competitions. Continue to ensure a variety of children are taken to competitions (EAL/ PP) etc....). Basketball has been a huge success take part in the same competition next year. Look at new competition's children can compete in on top of what is already being offered. Reassess and develop inter-school competitions to ensure children are exposed to regular competition.

	<p>4. School games competitions (Ashfield)- Silver Medal target</p> <ul style="list-style-type: none"> • Target silver Mark this year. • Children to compete in various activities. • Take children who do not usually compete. • Boccia • Health and Fitness Challenge • B Team Futsal <p>5. Basketball fixtures</p> <ul style="list-style-type: none"> • Basketball league after school Friday's Spring 2. • Year 6 who took part in last year's curriculum programme to take part and apply their skills. 		<ul style="list-style-type: none"> • Enjoyment of sport across the school • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with other children from other schools / background • Experience of sense of well-being and the feeling of achieving their best. • Take part in as many school games competitions and keep record of who has attended. • Complete online school games tracker to see if school has achieved the mark. 	
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Additional Outcomes and benefits of the funding				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: (Red = Underspend)	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>1. Raise awareness of the benefits of the PE & Sports Premium funding and increased opportunities for children</p> <p>2. Top up Swimming</p>	<p>1. The Academy Website</p> <ul style="list-style-type: none"> Update the Sports section on our website to share our Vision, achievements, participation, events, and photographs Ensure website information is current and updated regularly Share information regularly with all key stakeholders. <p>Additional Funding to support Year 6 children not achieving national target for swimming</p>	<p>Internal Budget</p> <p>£2,500</p>	<ul style="list-style-type: none"> Audit of website complete All DfE requirements met Awareness raised with children, staff, Trust, parents, and carers Greater awareness by all stakeholders about our plans, actions, and achievements because of our funding Develops a sense of achievement across the academy <p>Evidence</p> <ul style="list-style-type: none"> Swimming and Water-safety data <p>Impact</p> <ul style="list-style-type: none"> More children achieving national Swimming and Water-Safety targets Academy performance against national targets improved 	<p>Continue internal audit to ensure website is up to date.</p> <p>If needed, continue to spend money on top-up swimming to ensure Y6 meet the national requirements.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Corey Riley
Date:	28/03/22