

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 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 at 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 also 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	-	£00.00
2021/22 Premium	-	£20,480

Total Funding for 2021/22* **£20,480**

*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	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	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		



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>Year 6 priority given for Top up swimming due to lost time during covid. Children from year 5 who have also missed the milestones have been given the opportunity also. Rotation system put in place to ensure children meet this as a good foundation for going up to year 6.</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>	<p>68%</p> <p>88% - Top up swimming + 12 x 25m</p>
<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>	<p>68%</p> <p>88%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>68%</p> <p>88%</p>
<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>	<p>Yes see note above.</p>

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):	Date Updated:18/10/21		
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:	
			%	
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?:
Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities	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.		£350	New scheme of work purchased so that staff would feel more confident to deliver team building sessions to upper key stage 2. School map plotted and problem-solving games designed an example of a game is 'code breaker'. Pupil's recovering from the loss of time at school due to covid needed more support with team building activities and to form new friendship groups. This was a priority for us as we felt that some children were displaying a lack of development in the social and emotional realm of their learning.
	A Focus on Outdoor Opportunities <ul style="list-style-type: none"> We will identify programmes/ CPD and resources to support active learning across whole school with a particular focus on outdoor learning which also adheres to the national COVID19 guidance. 		£529	
	Zoolab,		£7371	Children and staff really enjoyed the activities, staff commented that children benefitted from the experiences, and it would be worth while running these again. It was great to see pupils who lacked in confidence working with certain children and seeing peer to peer relationships grow. The repeated sessions demonstrated an increase in a level of maturity that children used to approach activities and their own peers. Staff to use the new purchased scheme Power of PE scheme as a foundation to now design their own games to link other areas of the curriculum to outdoor active learning. Especially areas of the curriculum that children need to reconnect with, where staff see gaps in knowledge. Due to ongoing covid complications staff and pupil absence have been significant. Covid restrictions were still in place at the start of the year and so we are looking to launch the golden mile more consistently next year. Teachers are keen to use the track for 'brain breaks' but staffing this for the golden mile has been difficult. A rota system could be developed in liaison with staff at a training session for next year
	Outdoor learning gardening			Evidence

	<p>1. Develop an outdoor sustainable physical activity Golden Mile Track</p> <ul style="list-style-type: none"> The new track is in place and will be a springboard for the development of enhanced, inclusive physical activity opportunities for our children that will boost our 30 Minutes a Day programme All children to use the Golden Mile Track 3 – 5 times per week – develop Class Competition PE Lead to develop 'Running and Moving' extra-curricular opportunities – in Spring / Summer Terms - this will include a Running Club and opportunities for children to use the Track for walking / jogging to increase their daily 'Steps' Develop before-school, breaks, lunch-time and after-school opportunities for children to increase their physical activity levels using the Track – arrange staffing outside to facilitate this Movement Targets using the Track will be developed with the children This supports the on-going national focus on both physical health but also the mental well-being of our children and will allow us to develop a long-term, sustainable activity area designed to meet the needs of our children Staff to use the Track with their children for 'Physical Activity Energising Bursts' during classroom teaching which will also increase 30 Minutes a Day activity 	<p>Underspend Funded 2020/1</p> <p>Internal Budget</p>	<ul style="list-style-type: none"> Golden Mile Track used on a regular basis All programmes in place and children engaging on a regular basis New staff supporting the programme Participation Registers Extended Extra-Curricular Sport and Physical Activity Programme Active Playground Programme in place PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys Staff voice Equipment purchased Bikeability programme in place <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Children to gain the benefits of using the Track 3-5 times a week Children to become more active as a result of using this Children to be able to reach goals set for time spent running 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 participating in school clubs Increased number of children enjoying taking part in school clubs Participation across the school has increased Children that didn't engaged now more active Children are accessing structured, active games during lunchtimes. Children are confident when discussing a healthy lifestyle and take responsibility for theirs Increased ability to cycle / improved balance and control 	<p>so that children can access outdoor equipment safely and maximise the benefits of using the physical activity track.</p> <p>Reception and Key stage 1 classes have really benefited from the track the most and it is evident in their physical development and running skills demonstrated in PE.</p> <p>We are keen to set up a running club next year to use this facility to further extend physical activity opportunities for pupils and also to engage with our new running track more effectively.</p> <ul style="list-style-type: none"> Use the 30 Minutes a Day e-Tracker from Allison consultancy Compare results with baseline to identify progress / areas for further development / support All staff to complete tracker 3 times per year (Terms 1, 3 and 5), to evidence progress Pre-populate class templates to support staff Target and support any children not achieving 30 Minutes – use registers PE Lead to continue to share ideas, resources and opportunities to support staff to achieve 30 minutes a day activity for their children every day Speak to SLT about a new project to use Pedometers to enhance participation and motivation with regards to engaging in healthy, physical activity Initially trial with a group of pupils with the pedometers to test validity and correct use and if this is a worthwhile venture to improve participation in physical activity, to count the number of steps taken during exercise and take opportunities to promote the importance of a healthy lifestyle With the later intention of having a competition in Week 5 of each term based on number of steps achieved. Classes and children can compete against self and others Pedometer competitions to be linked to learning in Maths
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				who are younger.
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:
Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity	<p>Strategic Approach with focus on well-being</p> <ul style="list-style-type: none"> PE Lead to link Actions contained in the Action Plan to the implementation and delivery of the new, whole-school Relationships and health education (RHE) Curriculum for primary aged pupils which becomes compulsory from September 2020, and which schools are expected to start teaching by at least the start of the summer term 2021. Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating <p>1. Competition, Leadership and Team-Building Opportunities</p> <ul style="list-style-type: none"> Implement COVID19 safe competition opportunities against self and others to develop range of personal and social skills This would involve developing competitive opportunities for children of all abilities to support the development of the whole child Develop internal competitive opportunities to enhance the PE curriculum offer <p>(1) Within School</p>	(See Costs in Section 3 below)	<p>Evidence</p> <ul style="list-style-type: none"> Cross reference made to new RHE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with RHE Staff will have a greater understanding of simple, practical activities to support the development of children's well-being COVID Safe Competition opportunities developed All CPD taken place New Competition Programme in place (within-school and OWN Trust) Increased Inter-House competition opportunities Participation Registers In-school training taken place Active Playground Programme New Golden Mile Track in place Discussions with staff and children SuperMe! training <p>Impact / Outcomes for 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 develop 	<p>Inter house competitions set up and some run across the year. We featured the competitions at the end of the unit to compliment the pe curriculum. This enabled children to focus more in the later weeks of the unit within the skill development area of the lessons and were excited about the competitive in house events. This allowed children who do not compete formally for the school to have a chance to be engaged with in a smaller version of events.</p> <p>Some pupils who are not confident to play for the school seemed to gain in confidence because of this. We would like to feature this type of intra school competition more in our pe provision programme next year to build upon the success of this.</p> <p>Super ME programme delivered across the school to give staff more ideas relating the RHE curriculum to physical activity. We are looking to run this again next with staff observing sessions so that</p>

	<p>PE Curriculum and Extra-Curricular Inter-House Competition Programme</p> <p>We will provide the following competitive opportunities:</p> <ul style="list-style-type: none"> • Year 6 Inter-House Netball and Tag Rugby • Maintain and further develop competitive opportunities for children of all abilities • Extend inclusive, in-school, Inter-House Competitive Sports and Physical Activity Programme • Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all • Resources and programmes introduced last year can be used again with new children as the staff expertise and resources now remain in the school <p>Young Leader Led – Inter-House Sports Competition Programme</p> <ul style="list-style-type: none"> • Different children to those involved in the OWN Programme below <p>(2) Between Academies (OWN Trust Programme)</p> <p>Young Leader (YL) led ‘OWN Inter-Academy Competition Days’</p> <ul style="list-style-type: none"> • This includes 3 inter-academy sports competition events (1 x at each academy) • Each academy will host and deliver a different sport / activity • It also includes 4 days of YL training and event preparation • This is a total of 7 ‘joint’ days • The YL’s from each academy to be involved in all 7 days so they can plan and deliver all 3 competitions • YL’s can then use the training and resources to help run an inter-house activity in their own academy 	<p>Transport cost TBC</p>	<p>children’s thinking skills whilst they are moving</p> <ul style="list-style-type: none"> • Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children • Greater understanding of role competition can play in development of whole child • Sustainability - PE Lead (s) upskilled to lead on and deliver competition programme • Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons <p>Leading to the following outcomes <u>accessible by all children</u>. Increased pupil:</p> <ul style="list-style-type: none"> • Development of positive learning behaviours such as resilience, self-regulation, self-confidence, self-esteem. • Wellbeing, acknowledgement of own emotions and behaviours. • Engagement in PE lessons and enhanced development of personal and social skills and behaviour • Engagement in lessons as a result of 30 minute a day activities • 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 • Enjoyment of sport and games across the school • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with other children from other schools / backgrounds • Experience sense of well-being and the feeling of achieving their best • Experience of gaining awards and certificates and the feelings of achievement 	<p>they can gain new ideas for working on RHE ideas with their children in an active way.</p> <p>Due to Covid restrictions unfortunately we could not run this event this year especially as this would take place over the different sites. Staff illness and cover were big implications in this. This is something we would like to arrange between the 3 schools and perhaps use funding next year to arrange this.</p> <p>See indicator 1</p>
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	<p>2. Develop an outdoor sustainable physical activity Golden Mile Track</p> <ul style="list-style-type: none"> • See Actions in Section 1 • This supports the on-going national focus and our whole-school focus on the well-being of our children • This supports the Government's focus on the well-being of school children particularly after 'Lock-Down' due to COVID19 and also the prioritising of children learning outdoors as much as possible <p>3. PE CPD that impacts on whole-school outcomes</p> <ul style="list-style-type: none"> • Ensure that CPD that has taken place last year is cascaded to any new staff • Super Me! – Well-being for this year • e.g. cascade Active Science and MOT Training for staff – link to personal development and positive impact on behaviour 	Internal Budget	<ul style="list-style-type: none"> • Increased engagement in teamwork and exercise • Increased confidence • Improved concentration in lessons • Increased sense of belonging and engagement in whole school life • House Captains developing communication and leadership skills • Young Leaders develop communication and team-building skills • Children having more opportunities to think, discuss, evaluate and plan whilst they are moving • Development of the whole-child (personal and social skills) • Reduced behavioural problems • Increased confidence • Improved concentration in lessons • Experience of gaining awards and certificates and the feelings of achievement • Sense of belonging • Ability to transfer skills to support learning across the school <p>See Evidence and Impact above</p>	<p>See indicator 1</p> <p>Dance CPD took place with PE lead this year as this was highlighted as an area for development. Next steps would be to build a plan of support for teachers who teach one lesson per week so that they have CPD themselves. To be booked with Allison Consultancy as additional part of school package.</p>
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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

Staff CPD Programme

1. Re-visit staff CPD needs and support from PE Lead particularly with reference to COVID19

- Staff will need essential guidance and support in delivering purposeful PESSPA within the COVID19 framework
- Informal discussions with staff, building upon the audit last year
- Key focus on any new staff
- PE Lead to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff
- Ensure future actions support Physical Activity requirements / recommendations contained in the Department for Education Guidance

2. Staff Voice

- Staff to complete audit to identify further CPD needs
- PE Co-ordinator to use resources from Allison Consultancy to complete new audit of Staff PESSPA CPD needs
- Staff re-visit their CPD audit of strength and needs
- Based on outcomes of audit PE specialists to bespoke in-school support for staff delivering PE across the school

Evidence

- Discussions with staff
- Learning walk information
- Updates from PE Lead

Impact / Outcomes for staff:

- 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

Impact / Outcomes for children:

- Children following all latest COVID19 – PESSPA Safe-Practice
- Children engaged in more effective, enhanced provision from upskilled staff
- Increased PESSPA opportunities provided by staff

Evidence

- Staff audit complete
- Specialist support provided to meet identified need

Impact / Outcomes for staff:

- PE Leads to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff
- Ensure that CPD that has taken place this year is cascaded to any new staff next year
- Ensure that as many staff across the school are engaged in future CPD so that skills, knowledge, understanding and resources remain in the academy even if key staff leave
- Staff to complete audit to identify further CPD needs – particularly any new staff
- Engage CPD providers to meet identified needs including JB Sports Coaching and Allison Consultancy
- Ensure that all planning documents are received from external providers working alongside staff to support the delivery of PE
- Implement Power of PE programme purchased this year
- PE Lead to monitor impact of the CPD – PE Learning Walks / Pupil and Staff Voice.
- Sustainability: purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional schemes or units of work)
- PE Lead to further develop areas such as PE Deep Dive Evidence and Impact resources
- Continue to carry out PE Learning Walks as not done since before covid due to restrictions

	<p>1. Allison Consultancy to plan and deliver strategic Professional Learning Sessions and provide Resources for PE & School Sport</p> <p>Bespoke, In-school Support</p> <p>Support for the following key areas have been discussed and includes:</p> <p>Day 1: (18/10/21) – On-to-One with PE Lead</p> <p>Support to include:</p> <ul style="list-style-type: none"> PE and Sport Premium – Reviewing 2020/21 Action Plan PE and Sport Premium – Developing 2021/22 Action Plan <p>Day 2: (9/3/22) – Dance</p> <ul style="list-style-type: none"> 5 x modelled dance sessions with children and staff <p>Day 3: (21/3/22) – On-to-One with PE Lead</p> <p>Support to include:</p>	<p>Days carried over due to COVID - Paid for from last years budget</p>	<ul style="list-style-type: none"> Identification of strengths and areas of staff need with regards to training More effective subject leadership Subsequent CPD bespoke to meet identified needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children engaged in more effective, enhanced provision from upskilled staff Increased PESSPA opportunities provided by staff <p>Evidence</p> <ul style="list-style-type: none"> Bespoke, training days from Allison Consultancy taken place Deadline for PE & Sport Premium Underspend met Sharing of COVID19 – PESSPA Safe-Practice guidance and requirements On-going monitoring of practice taken place (COVID19 – PESSPA Safe-Practice Learning Walks) Staff aware of and following latest COVID19 – PESSPA Safe-Practice Discussions with staff and children 2020/21 PE & Sport Premium Plan reviewed and developed Costed, 2021/22 PE and Sport Premium Plan in place using new national template developed by Allison Consultancy All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete Templates on website and web-compliant <p>Impact / Outcomes for staff:</p>	<ul style="list-style-type: none"> Continue with internal PE CPD support for staff led by the PE Leads Look at CPD support for the class teachers to enhance their skills, knowledge and understanding so they can lead and deliver lessons within the PE curriculum and at lunchtimes <p>See above</p> <p>Dance CPD took place with pe lead this year as this was highlighted as an area for development. Next steps would be to build a plan of support for teachers who teach one lesson per week so that they have CPD themselves.</p>
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	<ul style="list-style-type: none"> • New ideas for activities / games to use in lessons • Key focus areas – Warm-up ideas / Netball / Basketball / Tag-Rugby • Different schemes / units of work <p>Day 4 (7/6/22) 1 x Day: Bespoke Support for PE Lead</p> <ul style="list-style-type: none"> • In-school support plus write up • Annual paired review and remote write up of 2021/22 PE & Sport Premium Plans <p>Day 5: (17/11/21) – Super Me! – Practical Activities to develop health and well-being for your children</p> <p>This support is extremely current, focusing on children’s well-being particularly after the recent period of ‘lock-down’. The days are delivered practically, in-school.</p> <ul style="list-style-type: none"> • 5 x modelled sessions with children and staff • The sessions are a mixture of practical activities, core strength and stretching, and relaxation. 	<ul style="list-style-type: none"> • 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 • Staff upskilled to deliver enhanced provision in PE lessons including Dance / SuperMe! • Reviewed and developed 2021/22 PE & Sport Premium Plan <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 • Enhanced teaching and learning in Dance and SuperMe! <p>Evidence</p> <ul style="list-style-type: none"> • In-school training taken place • Learning walks • Discussions with staff / Staff Voice • Discussions with children <p>Impact on staff:</p> <ul style="list-style-type: none"> • Greater understanding of simple, practical activities to support the development of children’s well- 	<p>Sessions written and woven into curriculum plan. New scheme of work launched to work alongside this.</p> <p>Super ME programme delivered across the school to give staff more ideas relating the RHE curriculum to physical activity. We are looking to run this again next with staff observing sessions so that they can gain new ideas for working on RHE ideas with their children in an active way.</p>
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	<p>AG to work alongside staff (EYFS to Year 6) in PE lessons, supporting and upskilling them.</p>	<p>£10,807.24</p>	<p>being</p> <ul style="list-style-type: none"> • Supports PE Lead and the school with the achievement of Outcome Indicator 2 <p>Leading to the following Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Development of self-esteem • Children know how to use simple movements to help them relax and focus their minds • Helps children to find the superhero power inside themselves, to have the confidence to tackle any situation and to understand their own behaviours <ul style="list-style-type: none"> • Children's skill development through series of lessons is clear • Children's enjoyment for pe lessons has increased • More children participating in PE and sports clubs • Staff confidence to deliver lessons has increased 	<p>AG to develop skills through further training post Covid. Support staff (Sports clubs) to undergo training</p>
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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 in order to engage more children	<p>1. COVID19: Safe-Practice - Physical Activity</p> <ul style="list-style-type: none"> Review 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. Develop afterschool clubs with the help of staff across the school</p> <ul style="list-style-type: none"> Identify COVID safe-practice activity ideas from colleagues at OWN Network Group Including Boys and Girls Football <p>3. Sports Lead – Arranging clubs for different year groups</p>		<p>Evidence</p> <ul style="list-style-type: none"> All Physical Activities taking place meet all COVID19 – Safe-Practice requirements All programmes in place and children engaging on a regular basis Activity opportunities shared with key stakeholders Sports Lead engaged Extended Extra-Curricular Sport and Physical Activity Programme Active Playground Programme in place Participation Registers Increased number of children participating in school clubs New equipment purchased and used Widened range of healthy activities developed PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys <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 Additional activity opportunities available Increased engagement in exercise
			<p>Sustainability and suggested next steps:</p> <p>See above indicator 1 and 2</p> <p>Within any 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</p> <p>Continue to build on the success of the football clubs that were ongoing this year. Especially focussing on encouraging more girls to be active in line with national agendas.</p> <p>To book more tournaments for the gild football club so that they have more opportunities to participate outside of school, within the OWN trust and to partner with POSH so they can visualise the cultural capital of the sport.</p> <p>To be completed end of this year.</p> <p>Strategically link new opportunities to the 30 minute a day programme</p> <p>Engage additional expertise / staffing to extend opportunities</p>

	<ul style="list-style-type: none"> To work within both the PE Curriculum and Extra-Curricular School Sport and Physical Activity Programmes to extend opportunities available <p>4. Pupil Voice - Targeting Non-Engagement</p> <ul style="list-style-type: none"> Complete student voice to identify interests and barriers to participation Complete pupil voice with KS1 and KS2 Identify and target children not engaging with interventions to meet their needs e.g. individual activities, non-traditional activities <p>5. Use the Playground Markings to develop increased opportunities</p> <ul style="list-style-type: none"> Give children a wider range of activities at break and lunchtime. <p>Top up of equipment</p> <ul style="list-style-type: none"> Children to use the new equipment in lessons Purchase more skipping ropes KS1 class rooms have a bag of 34 skipping ropes KS1 classrooms have beanbags, 1 between 2 <p>Lunchtime equipment</p> <ul style="list-style-type: none"> Each year group to have a box of equipment to take out and use at lunchtime 	<p>£1435.24</p> <p>£200</p>	<ul style="list-style-type: none"> Increased understanding of the benefits of exercise for health and well-being 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. Children develop greater understanding of the health benefits of exercise Children are confident when discussing a healthy lifestyle and take responsibility for theirs Increased engagement and confidence levels of those children submitting ideas <p>Please see Evidence and Impact statements above and also the following;</p> <ul style="list-style-type: none"> All Markings laid down and used regularly Additional equipment purchased Children to be involved in activities that may be new to them Children to socialise more through games Helping children to gain confidence when trying/playing new games Children to learn how to use the equipment KS2 children to bring skipping ropes to P.E lessons to practice KS2 skipping ropes can also be used at break and lunchtimes 	<p>Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website</p> <p>Purchase sports equipment to support new activities and promote health and support learning in other subjects.</p> <p>Strategically link new opportunities to the 30 minute a day programme</p> <p>Engage additional expertise / staffing to extend opportunities</p> <p>Run 2 days next year of play ground leaders. One day focusing specifically on ks2 type games and the other on the newly installed play markings.</p> <p>Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website</p> <p>Purchase sports equipment to support new activities and promote health and support learning in other subjects.</p>
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	<p>6. Top Up - Swimming & water-safety</p> <ul style="list-style-type: none"> • In line with new guidance, focus on safe-self rescue • Top Up Swimming opportunities for as many Year 5s and Year 6 children as possible • Book booster swimming sessions including transport. 	<p>£1404</p>	<ul style="list-style-type: none"> • KS1 skipping ropes and beanbags can be used for practical maths lessons • Children can be creative using equipment when playing games • Children have improved their skipping skills <p>Evidence and Impact</p> <ul style="list-style-type: none"> • Swimming & water-safety class data • Increased number of children at Year 6 achieving the National Curriculum Swimming and Water-Safety Targets • Additional 12 Year 6 children achieved 25m. • Total of 40/60 children who attended top up swimming achieved 25m. 	<p>Year 6 priority given for Top up swimming due to lost time during covid. Children from year 5 who have also missed the milestones have been given the opportunity also. Rotation system put in place to ensure children meet this as a good foundation for going up to year 6.</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. Competitive Opportunities</p> <p>(1) Within School</p> <p><i>PE Curriculum and Extra-Curricular Inter-House Competition Programme</i></p> <ul style="list-style-type: none"> Currently, under COVID19 guidance, these will be non-contact in nature Sports Day within COVID19 guidelines Maintain and further develop competitive opportunities for children of all abilities Extend inclusive, in-school, Inter-House Competitive Sports and Physical Activity Programme Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all Resources and programmes introduced last year can be used again with new children as the staff expertise and resources now remain in the school <p>(2) Between Academies (OWN Trust Programme)</p> <p>Young Leader (YL) led 'OWN Inter-Academy Competition Days'</p> <ul style="list-style-type: none"> This includes 3 inter-academy sports competition events (1 x at each academy) Each academy will host and deliver a different sport / activity YL's can then use the training and resources to help run an inter-house activity in their own academy 	Costs TBC	<p>Evidence</p> <ul style="list-style-type: none"> New Competition Programme in place (within-school and OWN Trust) Increased Inter-House competition opportunities Participation Registers In-school training taken place Resources to plan and deliver programme Children on Peterborough Academy Programme <p>Impact / Outcomes for staff :</p> <ul style="list-style-type: none"> Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children Greater understanding of role competition can play in development of whole child Sustainability - PE Lead (s) upskilled to lead on and deliver competition programme Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons <p>Leading to the following outcomes accessible by all children. 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 	<p>See indicator 2</p> <p>Inter house competitions set up and some run across the year. We featured the competitions at the end of the unit to compliment the pe curriculum. This enabled children to focus more in the later weeks of the unit within the skill development area of the lessons and were excited about the competitive in house events. This allowed children who do not compete formally for the school to have a chance to be engaged with in a smaller version of events.</p> <p>A SEN bowling competition was successfully run and looking forward to running more events like this.</p> <p>Some pupils who are not confident to play for the school seemed to gain in confidence because of this. We would like to feature this type of intra school competition more in our pe provision programme next year to build upon the success of this.</p>

	<p>3. Local Inter-School Competitions</p> <ul style="list-style-type: none"> • OWN Trust events <p>4. Peterborough Football Club</p> <ul style="list-style-type: none"> • EFL Cup – organized by POSH • Support talented children to gain additional competitive experience with Peterborough United • Liaise with Club regarding children in their Academy Programme • In-school Mentor (PE Lead) • Ensures academic and personal, social development is part of the whole programme alongside Football <p>5. Transport for Competitions</p> <ul style="list-style-type: none"> • Taxi hire • Coach Hire • Minibus hire <p>6. Certificates and awards for children and new Inter-House Sports Cup</p>	<p>£100</p> <p>£297</p>	<ul style="list-style-type: none"> • and losing and the importance of good sportsmanship • Confidence • Enjoyment of sport and games across the school • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with other children from other schools / backgrounds • Experience sense of well-being and the feeling of achieving their best • Experience of gaining awards and certificates and the feelings of achievement • Increased engagement in teamwork and exercise • Increased confidence • Improved concentration in lessons • Increased sense of belonging and engagement in whole school life • House Captains developing communication and leadership skills • Young Leaders develop communication and team-building skills • Children having more opportunities to think, discuss, evaluate and plan whilst they are moving • Development of the whole- child (personal and social skills) 	<p>Due to Covid restrictions unfortunately we could not run this event this year especially as this would take place over the different sites. Staff illness and cover were big implications in this. This is something we would like to arrange between the 3 schools and perhaps use funding next year to arrange this.</p> <p>Stickers and awards purchased children found the competitions more meaningful with the rewards at the end and were very proud to represent thier house. Would like to continue with this next year and on a larger scale.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	